Building Respectful Relationships

Stepping out against gender-based violence

State Government Victoria
Department of Education and Early Childhood Development

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Introduction & Overview

Introduction & Overview

Violence prevention and respectful relationships education is an important focus of the Victorian Government's Action Plan to prevent violence against Women and their Children 2012 - 2015 and the Federal Government's National Plan to Reduce Violence against Women and their Children.

What is the Building Respectful Relationships resource?

Building Respectful Relationships: Stepping Out against Gender-Based Violence is a set of sequential teaching activities to educate secondary school students about gender, violence and respectful relationships. It is one part of a larger strategy to assist schools in meeting state and federal initiatives to prevent violence against women. The resource is designed to provide curriculum advice as part of a whole-school approach to preventing gender- based violence and building respectful relationships.[1]

Gender-based violence is a term used throughout this resource. It refers to any violence that has a gender basis, and includes violence against women, such as domestic violence, sexual harassment and sexual assault.

Why do we need the Building Respectful Relationships resource?

The Department of Education and Early Childhood Development (DEECD) commissioned VicHealth to develop a research report, *Respectful Relationships Education: Violence Prevention and Respectful Relationships Education in Victorian Secondary Schools.*[2]

This report recommends educating school students about violence, on the basis that 'schools may be sites of violence perpetration and victimisation'[3], and states that schools are high-risk locations for gender-based violence because of peer influence and a climate and culture of acceptability.

The report argues that there are five powerful reasons to focus efforts on young people:

- Adolescence is a crucial period in terms of [the] formation of respectful, non-violent relationships.
- Many children and young people experience violence in their homes.
- Young people are already being subjected to, and perpetrating, violence themselves.
- There is already a degree of tolerance for violence against girls and women.
- Violence prevention among children and youth has been shown to work.[4]

What is the extent of gender-based violence?

Gender-based violence is often hidden, rarely discussed and often perpetrated by someone known to the person. Evidence shows that:

- One in three women have experienced physical violence since the age of 15 (National Council to Reduce Violence against Women and Their Children 2009).
- Almost one in five women have experienced sexual assault since the age of 15 (National Council to Reduce Violence against Women and Their Children 2009).
- One in four children and young people in Australia witness or live with family violence in their home (Australian Institute of Criminology 2001).
- Girls and young women aged 15 to 24 are the most likely of all age groups to experience sexual assault (Australian Bureau of Statistics 2006).
- Women are mostly assaulted by men they know, often in their own home, in circumstances where they may well be subject to repeated assaults over time (National Council to Reduce Violence against Women and Their Children 2009).
- Approximately 78.1 per cent of Victoria Police family violence incident reports involved men who had used violence. Men's use of family violence is overwhelmingly directed towards women (Victorian Law Reform Commission 2004).
- Intimate partner violence is the leading contributor to ill- health, death and disease for Victorian women aged 15 to 44 (Victorian Health Promotion Foundation 2004).
- Gender-based violence was estimated to cost the Australian economy a total of $13.6 billion in 2009 (National Council to Reduce Violence against Women and Their Children 2009).
- According to police reports, there were 17,964 incidents of sexual assault nationally in 2002. However, according to the ABS *Personal Safety Survey* (2006), there were 65,700 incidents of sexual assault against women in 2002.
- For same-sex attracted young people (SSAY), 44 per cent reported they had been verbally assaulted, 16 per cent reported they had been physically assaulted, and 74 per cent of the assaults were reported to have happened at school (Hillier et al. 2010).
- Although there has been some attitudinal change towards violence against women, there are still key community attitudes that indicate a level of acceptance (Victorian Health Promotion Foundation 2010).

An effective approach for schools

The key to preventing gender-based violence is the development of a whole-school approach that provides schools with:

- a common framework for understanding and responding to respectful relationships
- effective curriculum delivery
- relevant, inclusive and culturally sensitive practice and reflection
- evaluation of the impact of strategies on the whole-school community.[5]

Figure 1 represents the elements of a whole-school approach. These elements are not new: schools have been developing and working successfully within whole-school approaches and health-promoting frameworks for decades.

The model represented by Figure 1 is based on the recommendations of the *Respectful Relationships Education: Violence Prevention and Respectful Relationships Education in Victorian Secondary Schools* report.[6] It was trialled in four secondary colleges during 2010, with an emphasis on schools addressing gender-based violence in the context of local needs and circumstances.

Figure 1: A whole-school approach to preventing gender-based violence and building respectful relationships

Applying the approach to particular schools

Schools will be at a range of entry points in terms of how they currently address issues related to gender-based violence and developing respectful relationships. Some may respond to student wellbeing issues, such as sexual harassment, on a case-by-case basis. Others may have explicit policies for addressing issues such as sexual harassment and cyberbullying. Many schools will already be taking a primary prevention approach, applying a health education curriculum designed to increase their students' understanding of sexual assault and domestic violence, and developing student skills in health and media literacy, sexual negotiation, and consent.

However, not all schools have comprehensive health education or trained teachers, and these schools may engage local community agencies to address aspects of this curriculum focus.

The importance of the 'informal curriculum'

Educating students on respectful relationships and violence prevention is the responsibility of the whole school community. In line with the prevention model presented in Figure 1 above, the formal curriculum is only one element of a comprehensive approach.

The development of a school ethos and culture that models respectful practices and is consistent in dealing with incidents of gender-based violence is as important a teaching tool as the formal curriculum. The 'informal curriculum' is in many ways a more powerful framework than that provided by the formal curriculum. Actions, messages given and sanctions imposed can often tell students more about attitudes to gender-based violence than the formal learning experiences.

The Australian Curriculum in Victoria (AusVELS)

Issues related to gender and violence curriculum primarily fall within health and sexuality education, a component of the Health and Physical Education learning area.

However, if schools are to assist in developing citizens who are respectful and can take action to address gender-based violence, students need to be equipped with capacities to 'manage themselves and their relations with others; understand the world and act effectively in the world to prepare for success in education, work and life.'[7]

Although *Building Respectful Relationships* could also provide the opportunity to address some other discipline-based domains and interdisciplinary learning such as working in teams and communication, the table in the document **BRR: AusVELS** illustrates the relevant dimensions, focus and aspects of the elements related to activities in this resource. Refer to **BRR: AusVELS** for mapping against the AusVELS.

How should this resource be used?

Building Respectful Relationships is designed to give schools flexibility when integrating the teaching activities into their curriculum. Schools may integrate the activities into existing developmental health and sexuality education programs, in other learning areas or in less curriculum-specific areas, such as Pastoral Care, Personal Development or Life Skills programs. Schools may even decide that the activities could be used in English or as part of a Media or Drama unit. These are school-based decisions and need to reflect the local context.

Regardless of the context in which this resource will be used, the focus on violence against women and on sexuality is sensitive. This resource should only be used by experienced health education teachers or other specifically trained teachers.

Other resources

A number of excellent resources that have a focus on gender-based violence already exist. In many ways, Victoria has led the way in resource development and school-based programs in the area, and key Victorian academics and writers have been involved in development of both state-based and national resources. Some activities in this resource are new and others have been modified, adapted or reproduced with permission from resources in line with recognised best practice.[8] In this way, teachers can decide to use these additional materials as resources to support their current programs.

Focus of the teaching and learning activities

The resource has been planned around the central themes of gender, power, violence and respect. These themes have been selected to distinguish between the prevention of violence approach and the broader 'Respectful relationships' education strategy being developed by DEECD to address violence and build respectful schools and school communities.

Current research makes it clear that preventing gender-based violence requires a specific approach to gender and violence, one that 'addresses the link between gendered power relations or inequalities and violence against women'.[9] These materials draw on the recommendations of this research. They provide teachers with teaching and learning activities and ideas that address the AusVELS strands and give teachers access to a range of resources that could be used to expand or modify programs.

The units

The units are based on eight sessions. The time required for completion of the sessions ranges from approximately 45 minutes to 115 minutes. How the sessions are implemented will depend on the school's needs, the length of classes and the context in which the units are used. In some schools it may only be possible to select one activity per session; in others it may be possible to complete the activities designed for two sessions. Experience from the demonstration schools shows that schools will adapt the materials in line with their needs.

Unit 1: Gender, Respect & Relationships

Unit 1, for Year 8, is designed to provide the grounding necessary to look at issues of gender-based violence, such as sexual assault, domestic violence and homophobia. In this unit students explore and develop a common understanding of the concepts of gender, relationships and respect. They examine the implications on relationships of assumptions made around masculinities, femininities and sexualities. They begin to develop skills in communication, negotiation, deconstruction, reconstruction, reflection and media literacy.

The eight sessions within this unit are:

1. Respect and relationships
2. Gender, respect and relationships
3. The power of expectations
4. Gender positioning
5. Introducing gender-based violence
6. Understanding sexual harassment
7. Developing respectful practices
8. How to help a friend

Unit 2: The Power Connection

Unit 2 is designed for Year 9 students. It builds on the material covered in Year 8 and explores the nature of gender-based violence and the implications for respectful practice. It explores domestic violence and sexual assault in the context of power, social and institutional structures, and young people's lives. It takes a broad view of violence, covering the physical aspects as well as looking at the emotional, social and economic implications of gender-based violence, including homophobia.

This unit also helps students to understand the nature of consent and respect, and develop skills to take individual and collective action and responsibility for self and others. This unit has been designed around the critical understandings and skills developed in Year 8 (Unit 1). If that unit was not completed, it is essential that teachers read the unit and complete Sessions 1 and 2.

The eight sessions within this unit are:

1. Getting a position on gender, respect and relationships
2. If respect is free, why is it so difficult to get?
3. Sexual intimacy, respect and relationships
4. Building an awareness of gender-based violence
5. Consent and the law
6. Barriers and enablers to consent in relationships
7. The implications of gender-based violence
8. Learning respectful communication

Setting up a 'safe' space

Setting up a 'safe' space is essential for the delivery of this curriculum. The space should be safe in the sense that students and teachers can share their ideas and opinions and ask questions without fear of judgment or silencing; the focus is maintained on learning and education, compared to managing disclosures or comforting students who have experienced gender-based violence; and, students can express their views on relationships and sexuality without being stigmatised or shut down.

A critical element in setting up a safe classroom space is the need to maintain a clear stance against the use of violence in any circumstances. Many of the students undertaking the units have already been working together and have experience in developing classroom rules or agreements to ensure their learning environment is safe and that respectful behaviours such as listening and allowing no put-downs are adhered to. However, some classes may be coming together for the first time. For these classes, it is essential to establish ground rules, as they provide a structure that can improve classroom management, keep students and staff safe and supported, and ensure the class works effectively. Students will be dealing with potentially sensitive issues focusing on relationships, violence and sexuality, and so a structure that allows discussion of differing opinions is essential to the success of the curriculum.

The first two activities in both Units 1 and 2, for Years 8 and 9 ('Setting the context and boundaries' and 'A respectful partner is …'), not only enable a set of rules or agreements to be developed, but also provide an opportunity for students to practise using these ground rules while they gain a sense of the focus of the units of work.

It is important for students to be told in advance that they will be covering issues about violence to allow them to withdraw if they find these issues personally confronting. Students also need to be protected from making harmful disclosures. In other words, every student has the right not to offer an opinion.

Single sex versus co-educational

There is debate surrounding the need to provide single-sex environments for the students to cover issues of gender-based violence and sexuality-based respectful relationships education. The demonstration schools discovered that students and teachers benefited from both approaches, and that the school context and student needs best determined how to structure the classes.

For example, one school maintained that the single-sex male-only environment made it possible to challenge the students' attitudes and explore masculinities. In another school, female students argued that the discussion would have been very restricted if male students had been part of the class.

Conversely, two demonstration schools using a co-educational approach reported that this enabled a sharing of ideas and understandings.

Regardless of the approach taken, students need the opportunity to explore the issues in a safe and supportive environment. Some research in sexuality education indicates that female students' participation is restricted when there are male students in the class.[10] If the school has been developing respectful approaches and students are accustomed to working together, a co-educational environment can be very productive. However, there are a number of activities that should be run in single-sex classes or groupings and these have been identified where relevant. Schools need to be aware of sensitive cultural issues in relation to sexuality concerns that may require female-only classes.

Specific issues with boys and gender-based violence

Addressing issues of gender-based violence can at times be met with a sense of unease from staff who are concerned that the focus on men's and boys' violence against women and girls 'blames the boys'. Data collected from students following the trial of the materials gave no indication that this was of concern to the boys. Rather, the boys expressed surprise at the extent of the violence and were very positive about the activities. They could see the connection between the construction of gender and violence, and understood that it is not an individual problem, but rather a collective and institutional problem.

It is important that boys have the opportunity to explore the construction of masculinities on expectations around gender and violence, and understand the historical and institutional nature of violence against women. This can assist in alleviating feelings of individual responsibility.

Research indicates that pornography has had an impact on some boys' unrealistic view of sex, sexuality and what girls need, want and are happy to participate in sexually. This is obviously very personal and sensitive, and boys need to be able to explore these issues without developing feelings of inadequacy and blame.

There was a suggestion from some teachers that boys would benefit from exploring issues of violence more broadly. Although not the scope of this resource, there are other 'respectful relationships' resources that can help schools to do this.[11] Some demonstration schools adapted and expanded activities to explore violence against men, particularly in relation to homophobia.

Disclosure[12]

In any program that focuses on issues of human relationships and sexuality, there is the possibility that students may disclose personal issues. As this program focuses on issues of gender-based violence, there is a risk that students may disclose their own abuse or abuse that might be occurring in their family. To minimise harmful disclosures, teachers need to make very clear to students prior to the activities that, although they may explore personal values and attitudes around issues of sexuality, relationships and violence, they do not require students to disclose their own experiences. If teachers feel students may say something inappropriate, a useful strategy to prevent this is protective interruption, which means interrupting students before they disclose, while at the same time informing them they can talk privately with the teacher after class.

In the event that students do disclose personal issues, it is crucial that teachers be aware of school and legal procedures for dealing with disclosures, particularly those of sexual abuse.

Disclosures of abuse

In Victoria, teachers are mandated to make a report to Child Protection if they form a reasonable belief that a student is in need of protection because they are at risk of harm or neglect, or if that teacher holds a reasonable belief that a student is being subjected to physical or sexual abuse. Teachers should refer to the 'Child Protection – Mandatory reporting' section of the Victorian Government Schools Policy and Advisory Guide.[13]

Disclosure of sexual preference

As these materials cover issues around sexuality, gender identity and homophobic violence, there is a chance that if students feel safe and secure they may also disclose concerns they have about their own or a member of their family's sexual orientation. Specifically, teachers may have students disclosing that they or a family member are gay, lesbian, bisexual or transgender.

Teachers need to know how to assist these students. They should clarify their own response to the issue of sexual diversity and identify appropriate procedures, including the use of community resources, to help students in this situation. Teachers are also encouraged to gain support for the student as appropriate and for themselves (if needed) from student welfare staff, such as the student welfare coordinator or the school's student support services officer.

Most importantly, teachers and student welfare staff need to be aware that disclosures of sexual orientation should remain confidential unless a student is at risk of harm.

It is important not to overstate something that is not a problem for the student. It is difficult for young people to talk about these issues and the last thing they want is for a teacher to inform other teachers or their parents. If students wanted these people to know, they would tell them. Confidentiality is critical for these students.

As with any disclosure of a personal issue, teachers must ensure that they:

- reassure the young person that they are all right
- listen patiently and carefully to what the young person is saying
- do not press the student for information.

In addition, teachers need to:

- display a positive attitude, thus affirming the student's experience
- explain that they are pleased to be told and are prepared to help if they can
- help the young person to look at the options open to them
- put the student in touch with school-based or external support services, where appropriate.

For details of all footnotes and references, please see the separate document *BRR: Notes & Bibliography*.

Gender, Respect & Relationships

UNIT ONE

Gender, Respect & Relationships

UNIT ONE

SESSION 1
Respect & relationships

SESSION 2
Gender, respect & relationships

SESSION 3
The power of expectations

SESSION 4
Gender positioning

SESSION 5
Introducing gender-based violence

SESSION 6
Understanding sexual harassment

SESSION 7
Developing respectful practices

SESSION 8
How to help a friend

'Gender, Respect & Relationships' provides the context and background necessary to look more specifically at issues of gender-based violence, such as sexual assault and domestic violence. An analysis of gender is often missing in sexuality education programs and is essential as the background to exploring and understanding the power dynamics of sexual relationships that can lead to violence.
Students need to understand that gender is not fixed and that as young people they can resist traditional notions of what it means to be a young man or a young woman in today's society.

In this unit students explore and develop a common understanding of the concepts of gender, relationships and respect. They will examine the implications of gendered assumptions around masculinities, femininities and sexualities for themselves, others and in intimate relationships. Students will begin to develop skills in communication, negotiation, deconstruction, reconstruction, reflection and media literacy.

Timing

As with any activity, timing is only a guide and will depend on your students, the level of maturity, prior learning and student interest. The demonstration schools found that students really enjoyed the activity-based experiences, enabling them to move around (e.g. role play, working in groups or playing games), and being able to discuss their ideas. Students maintained that they learnt more by 'doing the activities'. Many of the teachers commented that it was difficult to keep activities to the suggested time because student interest and discussion led the class in valuable directions.

Respect & relationships

LEARNING OUTCOMES

Students will clarify what they value about partners and relationships.

Students will identify their own expectations of relationships.

Students will identify behaviours that show respect in relationships.

Students will explore the concept of building a respectful relationship.

ACTIVITIES

1 Setting the context & boundaries
2 A respectful partner is...
3 Balancing rights & responsibilities
4 Building a respectful relationship

TIME REQUIRED

115 minutes

HANDOUTS

H1 *A partner is...*
H2 *Looking for partners*
H3 *Personal partnerships*

Setting the context & boundaries[1]

GROUP: WHOLE CLASS
TIME: 25 MINUTES

Preparation and materials

- Butcher's paper to note down ground rules that can be placed on the wall at the end of the class
- Pens
- Construct four A4 continuum cards with the following positions:
  – Strongly agree
  – Agree
  – Disagree
  – Strongly disagree.

Background

This activity introduces students to the issues covered in the unit and helps them develop an understanding of their own and other people's views and positions regarding issues of gender, respect and relationships.

The activity also involves setting and using some classroom rules to ensure a safe learning environment. With the rules as a framework, students then explore the differing ideas about and attitudes to gender, respect and relationships. For experienced health and sexuality education teachers, this activity will be very familiar and you may already have developed a set of classroom expectations to ensure the environment is safe. If so you may like to do the second part of this activity or move on to Activity 2.

By selecting or developing statements that reflect a difference of opinion and can create a lively debate, you are able to remind students of the ground rules they have developed and demonstrate what they mean, for example, to listen, show respect and so on.

Procedure

1 Begin by explaining to students that this unit of work covers issues that may be sensitive for some people. It looks at issues about sexuality and relationships. This means that people are likely to hold opinions and views that not everyone may agree with. However, it is important that the class be safe for everyone and that

everyone feels they can contribute freely without fear or embarrassment. A way to ensure this is to set some ground rules or agreements about how the class runs.

2. Ask the students what they think the class needs to make sure it is a safe space for everyone. List these suggestions on the board or a piece of butcher's paper. You will need to transcribe these onto permanent posters or display them in an area that enables them to be a visible reminder to students. If students have difficulty coming up with ideas, you may like to start with some of the following for discussion:
   - Listen to different ideas without 'put-downs'.
   - Everyone has the right to speak.
   - Each person is responsible for his or her own behaviour.
   - What other people say in class is confidential.

   It is equally important that students are given the opportunity to withdraw if they find issues personally confronting, and to protect them from making harmful disclosures. Specifically, every person has the right not to offer an opinion.

   Ask students if they are happy with the list and if there is anything they would like to add.

3. Place the four continuum cards on the ground using a two-, three- or four-point continuum (strongly agree, agree, disagree, strongly disagree), and explain to students that you're going to read out a list of statements and they need to move to the card that most accurately reflects their view.

4. Select between three or four statements from the following list or develop your own:
   - Year 8 boys are more mature than Year 8 girls.
   - Girls have better relationships with their families than do boys.
   - One person always needs to be able to take control of things in a friendship or intimate relationship.
   - Boys are more interested in playing sport than in having relationships.
   - You can feel close to someone without having an intimate relationship.
   - Girls have it easier than boys do in relationships.
   - Respect is the only thing that matters in relationships.
   - School makes too big a deal about 'sexting'.
   - Sexual harassment is something that only happens to girls.
   - I would know how to help a friend who had been harassed.

   Read out one statement at a time and ask students to physically move to the position that best reflects their view. If necessary, use a piece of rope or string, or draw a chalk line across the room and ask students to stand on that line. This can also be set up as four corners, depending on the space you have available.

5. Ask for volunteers from the different points on the continuum to share reasons for choosing their position. Alternatively, each student can discuss their choice of position with another student who has chosen a different position on the continuum. It is important to inform participants that there are no right or wrong answers in this exercise. The purpose of the activity is to allow students the opportunity to appreciate that people hold different views.

6. Inform participants that they may move at any time if they find that a reason given by another person changes the way they think about the statement. The following questions provide a useful focus to encourage students to think about the range of positions people hold towards gender and relationships. They can be used either at the end of the activity or after each statement:
   - How do you think you developed your position on this statement?
   - If you asked your parents to do the same activity, where do you think they would position themselves?
   - What differences do you think there would be if this activity was done with all girls or with all boys?
   - Do you think there would be any differences if all those doing the activity were gay or lesbian?
   - What else do you think might affect where we would position ourselves?

2 • A respectful partner is ...[2]

GROUP: **IN PAIRS & WHOLE CLASS**
TIME: **40 MINUTES**

Preparation and materials

Make a copy of the following handouts for each student:

H1 *A partner is ...*
H2 *Looking for partners*

Collect a sample of 'Looking for partners' advertisements from local papers or use the sample provided in the 'Looking for partners' handout. If using your own, you need to ensure that they reflect a diverse range of ages and sexualities. Alternatively, you could look at one of the online dating sites. Make sure that you look at these sites before the students, as you need to ensure they are age-appropriate.

Background

This activity is designed to get students to think about the characteristics of an intimate relationship and how the expectations of this relationship can differ from other types of relationships. It is also included to begin a broad dialogue about respect and relationships.

Procedure

1 Ask the students to think about a person they really like, with whom they have some sort of ongoing relationship. Inform them that it can be a friend, boy/girlfriend, family member, adult friend, sports coach, music teacher etc. What is it about this person they really like?

2 Instruct the students to turn to the person on their right and spend a couple of minutes talking about why they like this person. Ask each student to share with the class one reason why they like this person.

3 On the board, list the following headings (see table below) and then list the student responses under the headings (see the examples given in the table). You can do this by asking each student, getting students to write their response in the column or giving them a Post-it note and asking them to write their response on these.

What they do	I would describe the person as...	How they treat me/others
Takes me places *Shares* *Makes my lunch*	*Fun* *Good at netball* *Friendly*	*Helps* *Listens* *There when I need them*

4 As a class, discuss the following questions:

- Which category has the biggest list?
- Why do you think this is the case?
- What do the lists tell us about what is important to young people in relationships?
- Do you think the lists would be different if your parents or an older person did the activity? How? Why? (You may like to get the students to ask their parents and compare the differences.)

5 Now ask the students to think of a person they also have an ongoing relationship with, and whom they do not like. Remind students about the ground rules or behaviour agreements to ensure respect is shown. Following the same procedure, list the person's negative characteristics, attributes and behaviours.

What they do	I would describe the person as ...	How they treat me/others
Doesn't notice I'm there *Never does what they say they will do* *Won't look me in the eye*	*Always grumpy* *Always swearing* *Someone who whinges about everything*	*Puts people down* *Doesn't listen* *Always tries to get the biggest and the best*

6 As a class, discuss the following questions:

- Which list is the biggest?
- Is there a difference in the characteristics, attributes and behaviours we like in a person?
- What does this tell us about what young people do not like in relationships?

7 Distribute copies of ***H1 A partner is...*** to students. Briefly discuss the use of the word 'partner.' Discuss other words that students might use (e.g. relationship partner, girlfriend/boyfriend, lover, husband/wife). Ask them to fill in the handout and then shuffle their sheets. Hand out the sheets and ask students to work in pairs with the sheets they receive. Ask them to discuss the following questions for each of the behaviours:

- Would this be OK in your partner?
- Do you think this behaviour would make a relationship better?
- How would you change this behaviour?
- How does a relationship with a partner differ from a relationship with a friend, parent or other person?
- Which behaviours indicate respect? Which behaviours could indicate disrespect?

8 In the same pairs ask students to examine the personal ads on ***H2 Looking for partners*** and discuss the following questions. You will need to explain some of the abbreviations or get the students to work out what they could mean.

- What are older people looking for in a relationship?
- Does what is important in a relationship change as people age?

- Does it change for same-sex relationships?
- Does it change for cultural reasons?
- When we are young, how do we learn about what to expect in relationships?
- Could there be any limitations or disadvantages to learning about relationships from these sources of information?

9 As a class, discuss whether it is possible to come up with universal characteristics that people expect in a relationship. Brainstorm what these might be.

10 Ask students to write their own personal ad for the perfect partner. This could also be done as a homework or assessment task.

Extension activity: Matching pairs

If time permits, write the ads on large sheets of paper and place them on the floor. Students are to move around the room trying to match up the partners. Alternatively, the ads could be collected and sets made so that students could complete the task in small groups.

Finish by discussing the qualities, attributes or characteristics that made it easy or difficult to match people. Consider the following in the discussion:

- Can one person have more power in a relationship?
- Which of these behaviours would indicate a respectful relationship? Why?

3 Balancing rights & responsibilities[3]

GROUP: SMALL GROUP
TIME: 20 MINUTES

Preparation and materials

One copy of **H3** ***Personal partnerships*** handout per student.

Background

The purpose of this activity is to start to look at rights and responsibilities rather than just expectations and wants in a partnership. Recap the positive aspects of relationships identified by the class in the previous activity. Briefly discuss why the term 'partner' is used rather than boy/girlfriend (this discussion should be inclusive of gay and lesbian partnerships and emphasise the rights and responsibilities relevant for all personal partnerships). Responsibilities are the actions we take that demonstrate respect for rights. Fulfilling responsibilities helps to protect rights.

Procedure

1 Divide the class into small groups and distribute the ***H3 Personal partnerships*** to each student.

2 Ask each group to develop ideas for a charter of personal partnership rights and report these back to the class. Write all responses on the board. Discuss variations and common themes. Each group then reviews their list in light of the class discussion.

3 Remind students that power imbalances can be supported if we think of rights as having complementary responsibilities for each person. For example, parents have different power from children because they are responsible for their children's wellbeing. Work through the following examples to determine the complementary responsibility:

- Each person has the right to be treated with respect as an individual by their partner. Ask: What would be the complementary responsibility?
- Each person has the responsibility to respect their partner as an individual. Ask: What would be the complementary responsibility?

4 Ask students to move back into groups and establish responsibilities that complement each right they have listed. As a whole class, ask each group to share some answers and develop a collated list of rights and responsibilities.

5 Ask each student to highlight the rights and responsibilities they feel are important. Discuss in the group reasons for any different answers.

6 As a group, list and discuss some suggested responsibilities for a sexual relationship.

7 What would a respectful relationship look like?

Extension activity

If you have additional time, this activity can provide a fun and visual way of thinking about how we build relationships. Using the metaphor of building blocks and the qualities that are needed to build a respectful relationship helps students to see that a relationship is something dynamic that can be impacted on by a range of factors.

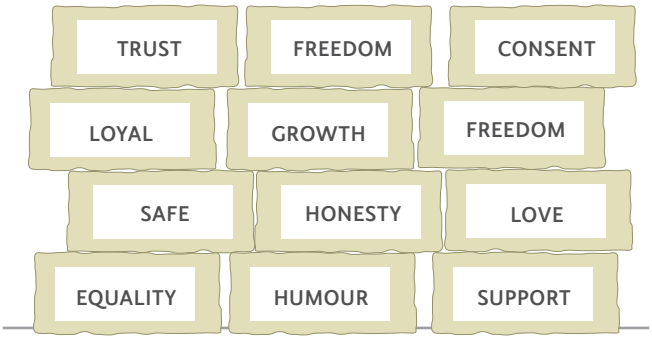
4 Building a respectful relationship

GROUP: WHOLE CLASS
TIME: 30 MINUTES

Preparation and materials

- **H4** ***'Qualities' activity cards*** to stick on to foam or paper bricks. Ensure some blank bricks are provided for students to write their own qualities. If you have the time or resources, making a set of bricks out of foam provides a very powerful experience for the students, as they can see what happens to the wall if you add or remove an important quality. If not, just use the activity cards to build a paper wall.
- Blu-tack or something similar to stick the activity cards up on the wall/board

Whether you focus on friendships or relationships will depend on the maturity and context of your students. It is advisable to laminate the cards for use. Ensure three plain bricks are provided for the students to add any qualities they think are missing. This activity is visually more effective if you use boxes/foam instead of paper for bricks. Depending on how many students you have, you may want to complete this activity in small groups. An example is shown in the illustration below.



Background

This activity examines the key elements or building blocks of a respectful relationship. It is designed to give students the opportunity to examine what makes a relationship strong, sustainable and equitable, prior to exploring what are more contested and potentially negative aspects of gender, power and violence in sexual relationships. In any sexuality education teaching, it is important that participants begin with a positive sense of sexuality and sexuality education and finish by exploring strategies and skills that can build positive, respectful and enjoyable relationships.

Procedure

1. Inform students they are going to be thinking about the qualities required in friendships/relationships.
2. Show students the ***H4 'Qualities' activity cards***. Discuss these existing qualities with the students, leaving time for debate these in case there is disagreement, and to include any additional qualities they suggest.
3. Ask students to place the cards in order from most important in a relationship to least important in a relationship.
4. If you have a set of foam bricks, ask students to build a wall with the bricks, sticking each of the cards onto them and placing the most important qualities on the bottom and the least important qualities on the top. The wall could be made up of four rows of five qualities.
5. Discuss with students how each brick plays a part in holding the wall up. Liken this to friendships/relationships.
6. Take away one of the least important qualities – what difference would this make to the friendship/relationship?
7. Take away one of the most important qualities – what difference would this make to the friendship/relationship?
8. What would happen to the wall if:
   - a partner cheated
   - a friend/partner lied
   - a friend/partner gossiped
   - a friend/partner put you down on Facebook
   - a friend/partner posted an unwanted video of you in your underwear on YouTube
   - a friend/partner supported you
   - a friend/partner helped in a difficult situation
   - a partner never broke their promises.

Gender, respect & relationships

This session is designed to enable students to gain a common understanding of the concepts of gender, sex and sexuality. It is also designed to assist students to broaden the traditional notions, categories and expectations of gender. Often these concepts can be confused and used in a variety of ways. For example, 'sexuality' can be used to refer to sexual preference or orientation, yet in an educational context 'sexuality' refers to that part of humanity that reflects the feelings, desires, attitudes and behaviours related to our sexual selves. Similarly, 'gender' has been used to describe the sexual difference between men and women, yet in an educational context this is what is meant by a person's sex. 'Gender' is used to describe what it means to be female or male in a particular society or community. In addition, 'sex' is often used to describe the sexual activity known as sexual intercourse. The definitions provided below may help clarify the current usage of the terms.

Some useful definitions

The following definitions are taken from the Population Council's (2009) *It's All One Curriculum: Guidelines and Activities for A Unified Approach to Sexuality, Gender, HIV and Human Rights Education*.

Gender refers to socially or culturally defined ideas about masculinity (male roles, attributes and behaviours) and femininity (female roles, attributes and behaviours). Gender is not the same as sex.

- In every society, gender norms and gender roles influence people's lives, including their sexual lives.
- Gender roles are learnt. They are not innate or 'natural'. In fact, almost everything that males can do, females can also do. And almost everything that females can do, males can also do.
- Within any culture or society, people have varying attitudes about gender roles and gender equality.
- Beliefs about gender also vary from one culture (or society) to another.
- Gender roles change over time, and in many settings people – especially young people – are embracing greater gender equality.
- Greater equality and more flexible gender roles give everyone more opportunities to develop to their full capacity as human beings. In contrast, restrictive gender roles can limit opportunities.[4]

Gender is used to describe those characteristics of women and men that are socially constructed. People are born female or male but learn to be girls and boys who grow into women and men. This learnt behaviour makes up gender identity and determines gender roles.[5]

LEARNING OUTCOMES

Students will define the terms 'sex', 'sexuality' and 'gender'.

Students will identify the implications of narrow understandings of gender.

Students will identify behaviours that show respect in relationships.

Students will begin to examine the role of the internet on gender and sexuality.

ACTIVITIES

1 If the category fits, wear it.
2 Gender expectations – I just can't win!

TIME REQUIRED

45 minutes

HANDOUTS

H5 *Gender cards*
H6 *I just can't win*

Sex is the difference in biological characteristics of males and females, determined by a person's genes. For example, only males produce sperm. Only females produce eggs and can become pregnant. Sex is not the same as gender.

Sexuality is how people experience and express themselves as sexual beings. Many factors contribute to people's sexual behaviours, relationships, feelings, identity, desires, and attitudes. One of these factors is biology, especially sex hormones. Another factor is individual personality and experience. Yet another factor is culture, which influences people's attitudes, expectations and experiences related to sexuality. Cultural norms also affect laws and policies about sexuality. All of these factors interact throughout life.[6]

Sexuality is an integral part of life and it influences personality. It involves more than just being anatomically and genetically female or male and it is not defined just by one's sexual acts. It is a process that starts at birth and ends only when we die. It influences our perceptions, attitudes and behaviours in relation to other individuals and to society. From the beginning of our lives, sexuality affects all aspects of our life – the way we think, the way we feel, what we do and who we are.[7]

1 If the category fits, wear it

GROUP: SMALL GROUP & WHOLE CLASS
TIME: 30 MINUTES

Preparation and materials

- Print out one complete set of **H5** *Gender cards*. Cut up the gender cards
- A large space so students can move around

Background

In this activity students explore the similarities and differences between men and women and between masculinity and femininity. They will identify biological, behavioural and social differences. The activity aims to help students see that there are more similarities than differences between men and women and that differences result from social practices.

Procedure

1. As a class, do a quick brainstorm on what students see as the differences between men and women. Write up ideas on the board.
2. Place the first three floor cards (girl, boy, both girl & boy) on the ground, allowing enough space for students to be able to move around the room.
3. Give each student one of the gender cards. If you have more than 25 students you will need to add extra cards to ensure each student has at least one. Ask students to place their card into the category where they think it fits. Once the cards have been placed, ask students if there are any cards they would move. Why?
4. As a class, discuss the following questions:
   - Which category is the largest? Why?
   - What differences are biological? What differences are behavioural?
   - Go back to the list of differences on the board (which are likely to relate to gendered expectations) and ask students what is different about the lists.
   - Where do we develop an understanding of the differences?
5. Collect the gender cards, shuffle them and give them out again.
6. Using the next three floor cards (masculine, feminine, both masculine & feminine) switch the cards that are on the floor and ask students to redo the exercise.
7. Examine the list and discuss the differences in what are considered masculine and feminine.
8. As a class, discuss the following questions:
   - What do we mean by masculine and feminine?
   - Can there be more than one masculinity and one femininity?
   - How does this differ from biological sex?
   - In what other ways is the term 'sex' used?
   - How does this differ from sexuality?

2 Gender expectations – I just can't win!

GROUP: SMALL GROUP
TIME: 15 MINUTES

Preparation and materials

- Copies of **H6** *I just can't win!*
- Butcher's paper and felt-tip pens to record responses

Background

In this activity students use the information from the previous activities to begin looking at the implications of gendered notions on expectations about gender and sexuality. The two case studies look at expectations about sexuality, one from a female perspective and one from a male perspective. Depending on the sex of your group and the time you have available, you may like to select only one case study. In addition to exploring gender expectations more generally, the Finn case study also provides a good opportunity to begin a dialogue with students about the internet and the impact of pornography on their understandings of sex and gender.

Procedure

1. Put students in groups of four or five and give each group a copy of the handout ***H6 I just can't win!***
2. In each group, appoint a reader, a recorder and a person to report back.
3. Ask the groups to read the stories and discuss the questions on the handout. Each group reports back on one question.

The power of expectations[8]

3

LEARNING OUTCOMES

Students will identify their own expectations in relation to gender.

Students will identify implications of narrow understandings of gender.

ACTIVITIES

1 A question of gender (gender stems)
2 On becoming a woman

TIME REQUIRED

100 minutes

HANDOUTS

H7 *Graffiti sheet for girls*
H8 *Graffiti sheet for boys*
H9 *Gender stem statements for girls*
H10 *Gender stem statements for boys*
H11 *Being a trans-man*
H12 *On becoming a woman*

This session enables young people to explore the impact of particular understandings of gender on expectations about being male or female. It provides a background for the other activities in this resource. The session has been designed to enable students to explore the concept of gender and the associated notions and expectations that have an impact on sexuality. It also provides them with the opportunity to connect issues of gender to different positions of power central to adolescent sexual behaviour. The activity also aims to extend their understanding of gender by exploring traditional notions of gender in a case study that examines the experience of a young transsexual person.

1 • A question of gender

GROUP: INDIVIDUAL & SMALL GROUP
TIME: 60 MINUTES

Preparation and materials

- One copy of **H7** or **H8** ***Graffiti sheets***
- One copy of **H9** or **H10** ***Gender stem statements*** per student

  *Please note that handouts **H8** and **H10** are for male students and **H7** and **H9** are for female students. Make sure you know the numbers of each gender in your class prior to undertaking this activity.*
- One copy of **H11** ***Being a trans-man*** per student

Background

In this activity students build on previous sessions to look at the implications of gender notions based on expectations about gender and sexuality. It is important to revisit the ground rules and practices to keep students safe, as the activities are starting to look at case studies that will help students to explore their own and other students' perceptions, attitudes and understanding in relation to gender and aspects of sexuality.

Procedure

1 Tell students that the aim of this activity is to examine their understanding of gender as a social construction.

2 Give students a copy of ***H9*** or ***H10 Gender stem statements*** to complete, allowing five to 10 minutes.

3 On the board, make two columns with the following headings:
- Because I am a boy, I am expected to…
- Because I am a girl, I am expected to…

Ask each student to write their responses under the appropriate heading. (Alternatively, print enough copies of the ***Graffiti sheets*** handouts for each member of the class and ask them to write their responses.)

4 Divide the students into small groups, appointing a recorder and someone to report back to class. Ask each group to discuss the following questions:
- Do the expectations advantage one gender over another? How?
- Does one gender have more power than another? How and in what circumstances?
- Are there any expectations you would like to see changed? Why?
- Are there any expectations you would like to see remain? Why?
- What are the implications of such expectations?
- What happens if people don't fit the 'musts'?

5 Students report back to the whole group.

6 Read the class the ***H11 Being a trans-man*** case study. With the students back in small groups, give each group a copy of the handout. In small or large groups, discuss the following questions:
- How would society define this person? Man, woman, transgender, lesbian? Why?
- How does this person define himself?
- What are the implications of this definition for this person?
- What does it tell us about gender?
- How does he feel about himself?
- How much power does this person have? Why?
- What changes would need to happen to enable this person to feel comfortable with his gender?

2 On becoming a woman[9]

GROUP: INDIVIDUAL & IN PAIRS
TIME: 30 MINUTES

Preparation and materials

- Copies of **H12** ***On becoming a woman*** for each student
- A highlighter for each student

Background

This activity explores how views about appropriate male and female behaviour have changed over time. The extract used in the activity comes from a book written in the 1950s. It is used as a basis for exploring changing community attitudes about how men and women, and boys and girls should behave. This activity also raises issues about the kinds of media that girls and boys are expected to access and use, such as girlie magazines, porn and so on. Depending on the maturity of your group, this activity can provide an opportunity to look at expectations set up by the media.

Procedure

1 Ask students to read the extract and highlight the attitudes expressed about male and female behaviour. For example, girls are 'domestic by nature' whereas boys are 'rough and ready'.

2 In pairs, identify which of the attitudes expressed in the extract are still common today. Which attitudes no longer exist?

3 Ask students where they get their ideas about 'appropriate' male and female behaviour. List these on the board. Which ones can be trusted sources? Why/why not?
- Do these sources have positive or negative impacts on young people?
- Think about 'Lucy', 'Finn' and 'Trans-man' – where did they get their information about 'appropriate' masculine and feminine behaviour?
- Where can young people get information that shows the diversity of masculine and feminine behaviour in a positive way?

Homework research/assessment task

Ask two adult females and two adult males (at least 15 years older than you) to read the extract and tell you:
- Which of the attitudes prevailed when they were teenagers?
- Which attitudes did not exist?
- What sources of information were they exposed to that reflected 'appropriate expressions' of gender?

Appropriate people could be mothers, fathers, grandmothers, grandfathers, elders, aunts, uncles and cousins.

The data could be developed into a writing assessment task such as a report, a letter written to a friend about gender expectations in a particular time period, a short story about changes, an analysis of media representation or a presentation.

Gender positioning

4

LEARNING OUTCOMES

Students will be able to describe some traditional notions of gender.

Students will able to discuss some impacts of gendered expectations on young people and their relationships.

ACTIVITIES

1 Changing attitudes
2 Changing positions

TIME REQUIRED

100 minutes

HANDOUTS

H13 *Sex and gender cards & floor cards*

This session explores gendered expectations about relationships, sexuality and sexual activity. It examines some of the traditional notions about sexuality between boys and girls that can lead to assumptions and behaviours often used to excuse disrespectful practices. The assumptions presented in this activity are based on research with young people conducted by Hillier (2000),[10] in which she explored the way young people perceive girls and boys and sexuality. Assumptions about masculine and feminine behaviour in sexual situations disadvantage both young men and women, and the assumptions generated by the discussion need to be challenged. This session provides the background to begin to look at consent, power, gender and violence.

1 • Changing attitudes

GROUP: SMALL GROUP & WHOLE CLASS
TIME: 10 MINUTES

Preparation and materials

None

Background

In the last session students were asked to conduct some research on attitudes to gender with significant adults such as parents and grandparents. This type of activity is a wonderful way to open up dialogue with parents and other adults and often results in improved communication. Students are often surprised at their parents' attitudes and experiences.

Procedure

1 Ask students to report back on the research conducted for homework. This can be done in small groups or as a whole class. Use the following questions to focus discussion:
   - Which of the attitudes prevailed when the older people were teenagers?
   - Were there any attitudes that did not exist?
   - Where did young people get their information about gender?
   - Were you surprised at any of their answers?

2 Changing positions[11]

GROUP: SMALL GROUP
TIME: 45 MINUTES

Preparation and materials

- Five copies of **H13** ***Sex and gender cards*** (one set per group of six students)
- One copy of the large floor cards (provided in H13) printed on A4 paper or card with *Boys*, *Girls*, *Respectful*, *Disrespectful* written on them.
- A set of blank cards for students to write on

Background

This activity explores assumptions about gender and sexuality. If you are working in mixed groups, it is likely to create some lively discussion, so ensure you remind students about ground rules and respect. It is also important to help students challenge the assumptions made and see them as restrictive stereotypes that can be harmful for both boys and girls, and to bring the discussion back to a common understanding about respectful behaviours in relationships.

Procedure

1. Form students into groups of five or six and ask for a volunteer from each group to report back at the end of the activity. Inform students that they are going to be looking at some statements about the sexuality of males and females.

2. Ask the groups to place the ***H13 Sex and gender cards*** into two lists, based on whether they think the statement is referring to a boy or a girl. Students must reach agreement as a group and be able to give a reason for their decision. Allow 10 minutes for the task.

3. Ask the reporters to report back on only two statements: one that they placed in the girls' pile and one that they placed in the boys' pile. The following questions can help to focus the discussion:
   - Why did you place the statement in this list?
   - What assumption is your statement making about girls and sexuality, and boys and sexuality? What does it say about being male and female?
   - Did everyone in the group agree?

4. As a whole class, discuss the following questions:
   - Are the assumptions realistic?
   - What are the implications of these assumptions for relationships between girls and boys or for any intimate relationship?
   - Why were there differences in opinions?
   - Where do we develop these opinions?

5. Give students the floor cards and ask them to redo the 'Sex and gender cards' under the headings 'Respectful' and 'Disrespectful':
   - Are any of the statements respectful? Why?
   - Are girls and boys presented as equal and having equal power?

6. Groups rewrite the statement so that they present girls and boys as equal and behaviours as respectful.

Introducing gender-based violence 5

LEARNING OUTCOMES

Students will be able to identify potentially safe and unsafe spaces in the school environment.

Students will be able to identify the nature of violence and harassment.

ACTIVITIES

1 Safe spaces in our school

TIME REQUIRED

60–80 minutes

HANDOUTS

H14 *Gendered spaces in our school*
H15 *Harassment & violence in schools*

This session focuses on gendered assumptions in schools. It is designed to get students to think about the gendered way that space is used in school and how this has an impact on safety and violence. In this session students start to look at the gendered nature of violence by exploring sex-based harassment in the school and the implications for respectful relationships.

1 Safe spaces in our school

GROUP: IN PAIRS
TIME: 60 MINUTES

Preparation and materials

- A map of the school (one copy per pair of students, plus a large copy for group work if needed. Refer to step 5 below.). Alternatively, get the students to make their own map.
- Copies of **H14** ***Gendered spaces in our school*** and **H15** ***Harassment & violence in schools*** (one copy per student)
- Butcher's paper and felt-tip pens
- Highlighters of different colours

Procedure

1. In pairs students are to map the gendered spaces in their schools. Hand each pair a map of the school that reflects both indoor and outdoor spaces.

2. Ask students to mark on the map areas they think are safe and unsafe. Using ***H14 Gendered spaces in our school***, ask students to write down the safe and unsafe things that happen in that space. Colour-code the areas that girls use and boys use, and record any differences experienced by boys and girls using those spaces:
   - Are there spaces that cut across school, home and the community that can be unsafe for students (e.g. the internet)?
   - What makes the spaces unsafe?

3. As a whole class, brainstorm a list of acts at school that are perceived as violent by students. Why are they violent? Students are likely to come up with physical illustrations of violence, so help them to think more broadly about emotional and social forms of violence. If you have access to computers, get the students to Google definitions of violence. If you are concerned about inappropriate content coming up through the search, provide a range of links that you have researched for students to use instead. Select a few that students have found and draw out the key words so that students have a clear idea. Alternatively, present them with a broad definition such as 'any hurtful or unwanted behaviour perpetrated upon an individual by another person or persons. Includes physical, psychological, sexual, social, financial, spiritual and emotional violence'.

4 The pairs record these acts on the board/butcher's paper according to location (e.g. classroom, sporting field, schoolyard, toilets, online, to and from school). Ask students to explain why they consider these to be violent acts. For each behaviour ask the following:

- What impact might this have on the victim and the perpetrator?
- What impact might this have on the people around them?
- What would be the short- and long-term consequences of this behaviour?

5 Give each student a copy of ***H15 Harassment and violence in schools***. Students will need to place each scenario on the map of their school in accordance with where they think this behaviour might occur. If you would like this activity to be more energising, you can draw a larger map of the school on the board, blow up a copy and project it onto a wall or even recreate the school map in the classroom (using tables and chairs to divide spaces) and get students to move around the room and place their scenario cards on the larger map. If this is not possible, students can simply work in pairs and do the mapping exercise on the maps they were given at the start of the activity.

6 This information will need to be collected at the end of this session, as students will continue working on it in the first activity of Session 6.

Important note

This is one of the first activities in the *Building Respectful Relationships* resource to refer to the word 'pornography'. Josh's case study looks at the distribution of porn via mobile phone. Depending on your group of students, this might be an appropriate time to discuss what we mean by pornography. The following definition is from the Oxford dictionary:

Printed or visual material containing the explicit description or display of sexual organs or activity, intended to stimulate sexual excitement

Although we know students accidentally come across pornography, we cannot assume Year 8 students are familiar with it. This issue therefore needs to be handled sensitively; it should not be seen in any way as a request for students to go home and see what they can find online. It is best to deal with pornography in a matter-of-fact way so students know what the word means. This is where the ground rules will be crucial to the running of the class and ensuring that inappropriate comments are not made. You should be prepared and ready to answer student questions prior to undertaking this activity.

Understanding sexual harassment 6

LEARNING OUTCOMES

Students identify the nature of sexual harassment, including homophobia.

Students describe impacts and outcomes of sexual harassment on victims and perpetrators.

Students will identity the unlawful nature of sexual harassment.

Students identify strategies for dealing with harassment and violence in schools.

ACTIVITIES

1 Mapping gender and violence at our school
2 What is sexual harassment?

TIME REQUIRED

60 minutes

HANDOUTS

H15 *Harassment & violence in schools (same as session 5)*
H16 *What is sexual harassment?*
H17 *Sexual harassment survey*
H18 *What's the legal situation with sexual harassment?*

If there is one, you will also need a copy of the school sexual harassment policy. If the school does not have a policy, you will need to source another one either online or perhaps create your own.

This session looks specifically at the issue of sexual harassment. It is designed to help students understand what sexual harassment is and the implications for those who experience it and those who perpetrate it. The activities require students to reflect on their own experiences, so ensure a safe environment and inform students prior to the session that they will be looking at sexual harassment.

1 Mapping gender & violence at our school[12]

GROUP: WHOLE CLASS
TIME: 40 MINUTES

Preparation and materials

- Copies of **H15** ***Harassment & violence in schools*** and **H16** ***What is sexual harassment?*** for each student
- Student maps from Session 5

Background

This activity builds on the last activity in Session 5, using the same case studies to encourage students to think more broadly about violence and its causes and effects.

Procedure

1 Hand students their maps from the last session (or display the large map that they all worked on). These maps should list each of the scenarios from ***H15 Harassment & violence in schools***.

2 Cut up each of the scenarios from ***H15 Harassment & violence in schools*** and place them in a box in the middle of the room. Choose one at a time (or get students to choose one) and read out and discuss. (This activity could also be done in small groups.)

3 Discuss why this is an example of violence and harassment. (You need to prompt students to bring out issues such as violation of rights, victim(s) and perpetrator(s), and lack of respect.) As a large group, discuss the following questions:
   - Do you think these are realistic examples of what happens in school?
   - How might the victim of the violence have felt?
   - What might the short- and long-term consequences be?
   - What should have been done in this incident?

4 Ask students to reflect on the examples of violence and harassment that you have just discussed. You could display them or give the students a handout of all the examples. As a large group, discuss the following questions:
   - Which scenarios do not involve a gender-based or sexual behaviour? Remove these (or ask students to cross them out).

- Who were more frequently victims? Who were more frequently perpetrators? Girls or boys?
- Was there any difference in the type of violence perpetrated by girls and boys?

5 Explain to students that this type of harassment is called sexual harassment and is against the law. Give each student a copy of ***H16 What is sexual harassment?*** and go through the information on the handout with the students. Use the harassment and violence situation cards you have just discussed to illustrate the examples listed as sexual harassment.

6 If students have computer access, you might like to ask them to look up the Victorian Equal Opportunity and Human Rights Commission website for information on sexual harassment at http://www.humanrightscommission.vic.gov.au/index.php/types-of-discrimination/sexual-harassment

GROUP: SMALL GROUP & WHOLE CLASS
TIME: 20 MINUTES

Preparation and materials

- Copies of **H17** ***Sexual harassment survey*** for each student
- Copies of **H18** ***What's the legal situation with sexual harassment?*** for each student
- If the school has one, a copy of the school sexual harassment policy

Procedure

1 Inform students that in this session we are going to look at sexual harassment in more detail.

2 Give each student a copy of ***H17 Sexual harassment survey*** and ask each student to spend five minutes filling it out. Explain that the surveys are confidential and that students don't have to put their name on the handout.

3 In groups of four or five, ask students to analyse the findings in relation to:
- Gender and age
- What forms of violence boys are responsible for. Against whom?
- What forms of violence girls are responsible for. Against whom?
- What patterns are evident?

4 As a whole class, briefly discuss the findings of each group based on these questions:
- Who generally did the harassing?
- How often did this happen during the school year?
- Where did it happen?
- Who else was there?
- What did they do?

When you discuss the last question, ask students to think about what might make it difficult for someone to talk about their experience of sexual harassment (e.g. knowing it was sexual harassment, current legal focus inhibiting disclosures, person felt uncomfortable or that they wouldn't be believed, person was afraid of what might happen if they told someone, didn't want to make a 'big deal' of it).

5 Give each student a copy of ***H18 What's the legal situation with sexual harassment?*** Using this handout, revisit the violence and harassment examples from the last activity and decide which ones would be considered sexual harassment. Why?

6 As a whole class, discuss what makes sexual harassment different from other forms of violence.

7 In small groups, students have a brief discussion about how they would help a friend who was experiencing sexual harassment. Ask students to think about:
- What they would say and who they would say it to (e.g. to the victim, perpetrator, perpetrator's friends if they're around)
- What they would do, listing three actions in order of what they would do in a situation of sexual harassment (e.g. make sure their friend is OK, talk to their friend about what they want to do, get some information about next steps from the internet/printed resources/teacher)
- Where they would go for information or help.

8 If the school has a policy on sexual harassment, present this for students to analyse. If not, find a policy online or develop a draft one yourself to present to the class. Let the students decide if it needs rewriting in the context of what they have learnt about sexual harassment. (This could be part of an assessment task.)

For advice regarding sexual harassment, schools can contact the DEECD Legal Division (9637 2934) or Student Critical Incident Advisory Unit (9637 2934). Alternatively, schools may contact their local police Sexual Offence and Child Abuse Investigation Team.

See http://www.education.vic.gov.au/school/principals/spag/safety/Pages/sexualassault.aspx for further information.

Developing respectful practices 7

LEARNING OUTCOMES

Students will identify their own expectations in relation to gender.

Students will identify implications of narrow understandings of gender.

ACTIVITIES

1 Rewriting the script

TIME REQUIRED

60 minutes

HANDOUTS

H15 *Harassment and violence in schools (from session 5)*

This is one of the final sessions in Unit 1. It is designed to review the information, understandings and skills covered in the unit and finish with the modelling of respectful practices. The session requires students to engage in role plays, so if you are unfamiliar or inexperienced with these practices you might want to speak to the drama teacher. There are many excellent resources to assist teachers to incorporate drama into teaching and learning activities. *The Years 1–10 Drama Curriculum Guide* (1991)[13] and Burton (2004) *Creating Drama*,[14] are excellent resources for those wanting to incorporate drama techniques into teaching and learning experiences. One of the key features of role play is the briefing and debriefing process. Adequate briefing at the beginning enables students to be clear about what they need to do to get into role. Debriefing is possibly more important as it is the means by which the role play is analysed but also provides a structure for students to de-role. This is very important as students may be playing a character being harassed or doing the harassing, and may feel very uncomfortable about this in real life.

1 • Rewriting the script

GROUP: SMALL GROUP & WHOLE CLASS
TIME: 60 MINUTES

Preparation and materials

- Copies of **H15** *Harassment and violence in schools*. Cut the scenarios into sections so that they can be used individually
- Large space for students to practise their role plays

Background

It is important for students to have participated in Sessions 5 and 6 prior to this final session. The activity uses the violence and harassment examples that students have been working with over the last two sessions, so they should be familiar with them and with ways to address and prevent the particular situations.

This activity incorporates several drama techniques. A freeze frame is used in which students develop an action shot from the violence and harassment examples. They play it – then freeze it, and students analyse it. It also incorporates still images (the freeze) and improvisation. Then the rest of the class rewrite the frame to demonstrate how it would look if the situation was a respectful one and the frame is brought to life: bystanders take action or victims voiced their feelings etc. Students use improvisation to replay the example. You might like to ask the drama department to provide some advice or assistance if you have not used these techniques before.

Procedure

1. Inform students that they are going to have a chance to show their drama skills.
2. Divide students into groups of four or five. Some of the examples only involve one or two people; however, students can think about how they could include all students. Give each group two of the violence and harassment examples from ***H14 Harassment & violence in schools***.

3. Ensure that all types of sexual harassment are covered. For example:
   - Unwanted touching
   - Staring and leering
   - Suggestive comments or jokes
   - Sexually explicit pictures, posters etc.
   - Unwanted invitations to go on a date
   - Requests for sex
   - Intrusive questions about your personal/private life
   - Insults, name calling or taunts based on your sex
   - Derogatory graffiti
   - Sexually explicit text messages, emails etc.
4. Inform the students that they have to develop a short scenario of one of the situations they have been given. If time permits they will also write a short scenario for the other situation. One person tells the rest of the class what the scenario involves. If the scenario involves only two people, ensure that other students in the group are present as friends or bystanders.
5. The rest of the class must tell them how they could change the scenario to demonstrate what could happen to stop the situation and demonstrate respect in the situation. The teacher will say 'play' and the group improvises to replay the situation. Finish each scenario one by discussing whether the strategies worked and ask students to think about what else would need to happen to prevent sexual harassment occurring.
6. Give each group five minutes to write out their scenarios. The tasks for the rest of the class are to advise the group performing how the situation could be changed to prevent, stop or change the situation to one that demonstrates respectful relationships.
7. As a whole class, discuss the following questions:
   - What are the barriers for the victim, perpetrator or bystanders to take up these actions?
   - What are the enablers or encouraging factors for the victim, perpetrator or bystanders to take these actions?
   - What can we as individuals do to reduce the barriers and increase the enablers? (E.g. encourage friends to be respectful, challenge each other about attitudes, show support for victims, and tell people when we disagree with their actions.)

How to help a friend

8

LEARNING OUTCOMES

Students reflect on the impact and outcome of sex-based harassment.

Students identify how they could help a friend who is experiencing harassment and violence.

ACTIVITIES

1 How to help a friend
2 Taking a stand

TIME REQUIRED

60 minutes

HANDOUTS

H15 *Harassment & violence in schools (from Session 5)*
H19 *Where to go for help*
H20 *Common responses to experiences of violence*
H21 *What can I do to help a friend?*
H22 *Responses to scenario activity*

This session aims to provide students with the necessary tools to support a friend who may be experiencing violence. It also develops an understanding of the impact and outcome of violence on the lives of victims and survivors, as well as some strategies to take action.

1 • How to help a friend

GROUP: WHOLE CLASS & IN PAIRS
TIME: 30 MINUTES

Preparation and materials:

- Copies of **H19** *Where to go for help*, **H20** *Common responses to experiences of violence* and **H21** *What can I do to help a friend?* for each student
- Copies of the 'Scenario cards' from **H15** *Harassment & violence in schools*
- Copies of the **H22** *Responses to scenario activity*

Procedure

1 As a whole class, briefly get students to brainstorm what they think about some common responses to gender-based violence, such as those detailed in the scenarios from previous sessions. Remind students of the broad nature of the violence and the different sorts of violence we're talking about (social, emotional, spiritual, physical, verbal, emotional, mental etc.). Write their responses up on the board.

2 Give each student a copy of ***H20 Common responses to experiences of violence*** and note which types of emotional response they didn't think about. Work through the handout as a wider group, asking students to think of different examples for each emotional response.

3 Give each student a copy of ***H21 What can I do to help a friend?*** and discuss the importance of listening to and believing your friend, using the following questions as a guide:

- Why do you think it's important to believe your friend? (E.g. because victims/survivors are often afraid no one will believe what has happened to them.)
- Why do you think it's important to listen to your friend? (E.g. so they can tell the story their way and don't feel like you are judging them or asking too many questions.)
- Why do you think you should keep it secret and ask your friend what kind of help they want? (E.g. Because people who have been sexually assaulted often feel like things are out of their control, so it's good to support them to be empowered and in control.)

4 Explain to students that they're now going to have an opportunity to practise responding to a friend who has

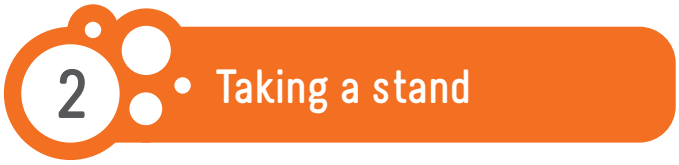
experienced violence, using some of same scenarios from the previous activity.

5 Give each student a copy of ***H15 Harassment & violence in schools***. Ask them to select a scenario that they'd like to act out in pairs. They must pick one that they haven't used in previous sessions.

6 Ask students to read through their chosen scenario and think about which common emotional responses that person may experience – students can tick the box on the ***H22 Responses to scenario activity*** for each emotion. Explain that they'll have five minutes to do a role play, where one person acts as the character on the card, and the other person acts as the friend supporting that victim, using the strategies listed on ***H21 What can I do to help a friend?*** as a guide. Then the pairs will swap roles to allow all students to practise responding effectively.

7 Ask students to come back into the group and have a short discussion based on the following questions:
- How did you feel doing that activity?
- Was it hard or confronting?
- Do you feel like you did a good job?
- What, if anything, would you do differently?
- How do you think you would feel if a friend came and talked to you about sexual harassment?

8 To end the discussion, acknowledge that this is something that can be very difficult to talk about. Explain that students are not expected to be counsellors and there are lots of places to go for help and support. ***H19 Where to go for help*** provides some useful numbers and websites that you can write on the board or photocopy and hand out to students.



GROUP: **WHOLE CLASS**
TIME: **20 MINUTES**

Preparation and materials

- Four continuum cards from Session 1, Activity 1: 'Setting the context & boundaries' with the following positions: Strongly agree, Agree, Disagree, Strongly disagree
- List of statements (from point 3 of the'Procedure' section)

Background

This activity is a repeat of the very first activity in the curriculum. It is a finishing-off activity and will allow students to reflect on how their opinions have changed during the course of curriculum.

Procedure

1 Explain to students that the next activity is a finishing-off activity. They may remember it from the very first session. We are doing the activity again now to see how opinions and views may have changed.

2 Ask everyone to stand up. Place the continuum cards in four corners of the room or in a line. Explain that you will make a statement and all students need to move towards a card depending on what they think about the statement.

It is important to inform participants that there are no right or wrong answers in this exercise. The purpose of the activity is to allow students to appreciate that people hold different views. Inform participants that they may move at any time if they find that a reason given by another person changes the way they think about the statement.

3 Read out one statement at a time and ask students to physically move to the position that best reflects their view. If necessary, use a piece of rope or string or draw a chalk line across the room and ask students to stand on that line.

STATEMENTS
- I would know how to help a friend who had been harassed.
- Girls have better family relationships than boys do.
- One person always needs to be able to take control of things in a friendship or intimate relationship.
- Boys are more interested in playing sport than in having relationships.
- You can feel close to someone without having an intimate relationship.
- Girls have it easier than boys in relationships.
- Respect is the only thing that matters in relationships.
- Sexual harassment is something that only happens to girls.

4 A final reflection for homework or possible assessment:

Gender, Respect & Relationships: A Guide For Young People

Inform students that they are required to make a one-page brochure to inform other young people about respect and relationships. Titled ***Gender, Respect & Relationships: A Guide for Young People***, the brochure should include key information about the following:
- What is gender?
- What is respect?
- What makes a respectful relationship?
- How is a respectful relationship different to a disrespectful relationship?
- Where do you go and what do you do if you need help at school?
- How do you to help a friend?

Handouts

UNIT ONE

THIS DOCUMENT COMPRISES EACH OF THE HANDOUTS REFERRED TO IN UNIT ONE. PLEASE READ THE ACTIVITY INSTRUCTIONS CAREFULLY AND PRINT THE HANDOUTS ONE-SIDED WHERE REQUIRED.

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A partner is...

H1

You may or may not be in a relationship with a boy/girlfriend at the moment. Think into the future: If you were in an intimate relationship, what would your (hoped for) partner be like? *Tick the columns that apply to you.*

A PARTNER IS A PERSON WHO...	ALWAYS	SOMETIMES	NEVER	DON'T KNOW
Gives me what I want				
I look after				
Shares everything with me				
Talks all the time				
Tells me I'm great				
Gets jealous when I get close to other people				
Gives me pleasure				
Doesn't listen to me				
I trust				
Makes the decisions				
Takes care of me				
Won't tell me their feelings				
I can tell anything to				
I enjoy sex with				
Fights with me				
Is a friend when I need one				
Has other partners				

Looking for partners

H2

Instructions

A *Read the following personal advertisements and discuss the following questions*:

- What are older people looking for in a relationship?
- Does what is important in a relationship change as people age?
- Does it change for same-sex relationships?
- Does it change for cultural reasons?

B *Write your own personal ad for the perfect partner.*

P E R S O N A L S

Aust 32 year old, 5'6" with slim build looking for sincere guy with very good sense of humour (VGSH), good communication skills.

Euro-Australian gent 5' 3" early 60s honest, caring would like to meet sincere caring 50-55 lady approx. 60kgs. I like fishing, camping, music.

58-year-old intellect, cultured light drinker, smoker retired. Likes music, Asian bric a brac and European culture. Seeks Continental man with compatible tastes with a kind heart.

Woman 30-year-old single mother seeks understanding man for romantic relationship possible marriage.

Lustful, sexually generous funny and (sometimes shy) Tigerb1962 seeking sexy freak out with similarly intentioned woman.

21-year old guy searching for soul mate interests include tennis, cafes, clubbing, movies travels.

30-year-old blonde bombshell, wild and sexy, living in the fast lane. Can you keep up? 25–35 years apply.

Are you 27–37 years old 5'-8" or over, looking for friendship leading to permanent relationship?

Hot gay gal 19 yo seeks outgoing fem 18–25 yo into nature, sport and nightlife for friendship and relationship.

Country lad late 20s non-scene shy fun down to earth, good sense of humour, seeks mate to hang out with. Lives 100km from big city.

Slim dark-skinned older guy (looks young and fit) seeks guy 25–40 who likes love and affection, kissing etc.

Kind-hearted Aussie bloke, very romantic 31 seeks lady 25–35. I am a forklift driver and social drinker, social smoker, 5' 9" 87 kilos.

Personal partnerships

H3

PROPOSED CHARTER OF RIGHTS & RESPONSIBILITIES FOR PARTNERS

RIGHTS	RESPONSIBILITIES
To be treated with respect	To treat the partner with respect
To raise issues for discussion	To listen
To say 'no'	To believe the person when they say 'no' and respect that decision
To be safe	To respect the right of the other person to be safe and take action to support their safety

‘Qualities’ activities cards

H4

LOVE

SAFE

HUMOUR

H4 QUALITIES BRICKS

HONESTY

TRUST

EQUALITY

FREEDOM

SHARING

CONSENT

ACCEPTANCE

NEGOTIATION

COMFORTABLE

INDEPENDENCE

LOYAL

DIFFERENCE

SUPPORT

CONFIDENCE

INDIVIDUALITY

FORGIVENESS

PROTECT

GROWTH

Gender cards

H5

They need to sleep	They can have children
They like having sex	They can work
They use Facebook	They are strong
They get their hair cut	They go through puberty
They like to dance	They are emotional

They have a penis	They have a vagina
They have pubic hair	They use their legs
They need to feel valued	They have a range of eye colours
They sometimes fight with friends	They are protected by their family
They don't like having sex	They use mobile phones

H5 GENDER CARDS

Their bodies are used to sell products	They cry
They eat	They play sport
They save their money	They can go out alone
They can wear what they want	They like to study
They don't cry	They like to talk

They have friends

They can garden

They like to read

GIRL

BOY

BOTH BOY & GIRL

BOTH MASCULINE & FEMININE

MASCULINE

FEMININE

I just can't win!

H6

Lucy 15

Jack and I have been going out for over a year. We really like each other and have talked a lot about whether to have sex. We have done basically everything except intercourse and we spend a lot of time lying together kissing, cuddling and watching movies. I'm worried that if I do have sex with Jack he will tell people and I will get called a 'slag'. Mum is really proud of me because I haven't had sex. Most of my friends also say I should wait. I had two really bad things happen this week that made me glad I hadn't had sex with Jack. I found out that Jack has been telling other people about other things we do together. Then my friend James changed my Facebook status to say 'Jack is going to get some sex for his birthday'. I was so embarrassed. I know some of my friends' mums are Facebook friends and they will think I'm a real slut. One of the worst things about the whole situation is that Jack's sister is my best friend and she was really angry with me for being cross at Jack and his friends. A girl can't win!

QUESTIONS

- What is Lucy most worried about? Do you think this is a common concern for girls? What does this tell us about sexuality and being a girl?
- Do you think boys have the same concerns?
- Why do you think Jack told the others about his relationship with Lucy?
- What messages is Lucy's mum giving her about being a girl and having sex?
- What other issues in the case study make Lucy think she should be worried?
- Would you call Jack and Lucy's relationship respectful? Why/why not?

Finn 16

I have gone out with heaps of girls. Some of them I've really liked, we've kissed and cuddled. One girl I saw for ages and we used to lie together on her bed, kissing and cuddling and other stuff. But that was all. Dad always calls me the stud of the family and I can tell he's proud of me because he thinks I'm doing it with all those girls. But my older brother gets heaps from Dad because at 22 he hasn't had a girlfriend and only goes out with his mates. Dad's always saying to Mum he's probably gay like her brother. I'm a virgin but I wouldn't tell anyone that. My friends mouth off about their experiences all the time and I feel like an idiot because I haven't done it yet. I just pretend that I have. I don't know why I keep pretending or what the big deal about going all the way is. I don't think about sex all the time, there are stacks of other things in my life like football and school and basketball. I haven't really met anyone yet that I love enough to want to have sex with. [17]

QUESTIONS

- What does Finn's pretending to have sex say to other people about his sexuality and what he thinks a man should be?
- If his friends knew he was a virgin, do you think it would change what they think of him?
- What does his dad think is important about Finn's sexuality and being a man? Where else might Finn learn these kinds of messages about boys and sex?
- What if Finn was Fiona and was having sex with lots of boys? How would people see her?
- Are the expectations about sexuality the same for boys and girls?
- What if Finn was gay? Would his expectations of sexuality and gender be different? What would other people's expectations be?
- Do you think Finn acts respectfully? Why/why not?

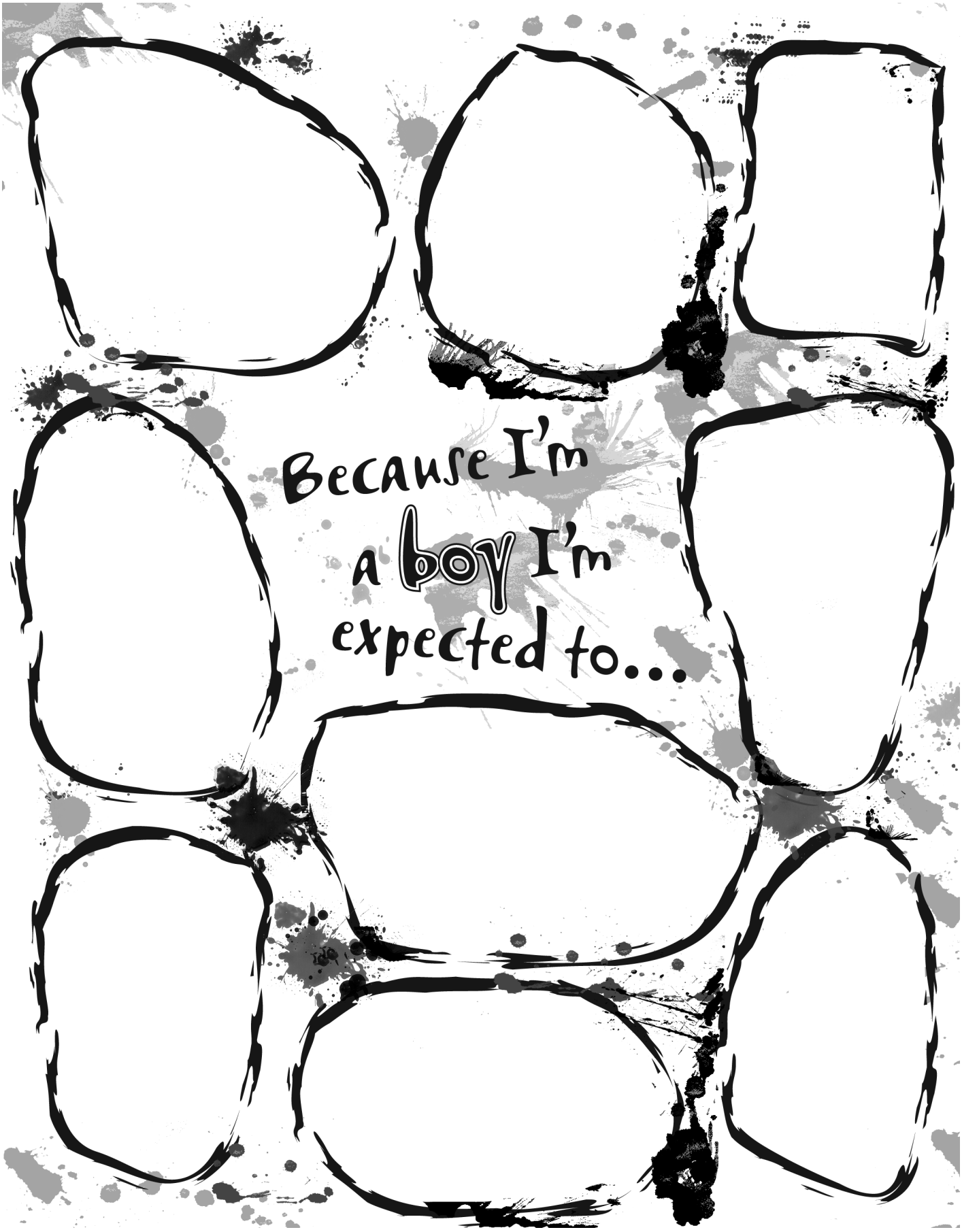
Graffiti sheet for girls

H7

Because I'm a girl I'm expected to...

Graffiti sheet for boys

H8



Gender stem statements for girls

H9

Complete the following sentence stems...

One of the things I enjoy most about being a girl is...

My family would describe me as...

My friends would say that I was...

I act powerfully when...

Because I am a girl I am expected to...

If I were a boy, I would probably enjoy...

As a girl, I strongly challenge the expectation that I should...

The most important things in my life are...

Gender stem statements for boys

H10

Complete the following sentence stems...

One of the things I enjoy most about being a boy is...

My family would describe me as...

My friends would say that I was...

I act powerfully when...

Because I am a boy I am expected to...

If I were a girl, I would probably enjoy...

As a boy, I strongly challenge the expectation that I should...

The most important things in my life are...

Being a trans-man

H11

I've never quite fitted into society. Although it was my childhood dream to have a wife and kids and a house and rah rah rah, I was learning, as I got older that it wouldn't be quite that easy. I have stopped trying to fit in. I don't even really care if I don't pass as a man all the time…

I call myself a trans-man, mostly 'cos I think it sounds kinda nice (like I'm a trans-man for the country) … it is my way of saying I'm a female-to-male transsexual (which doesn't sound nice at all) … i.e. a man who has XX chromosomes or, to use an awful cliché, a man trapped inside a woman's body. I have no idea why I am like this. For as long as I can remember, I have known I was male. When I was a little kid, I believed I would grow up into a man and everyone would see the horrible mistake they'd made. I was so convincing, all the other kids believed me and I was able to be a boy, right up until we properly learnt the 'facts of life' and puberty struck me and I grew up into a woman, not a man. Well I went through a lot of bad stuff thinking I 'must' be a lesbian (since I liked girls), trying to be as feminine as possible, inventing crushes on guys so I could pretend to be straight and be accepted at school… Until my first serious girlfriend encouraged me to live out the real, male me and we discovered these guys called FtM*. Transsexuals that were just like me … and finally I was able to be myself.

Sure, it's hard sometimes, being this screwed-up, feeling my whole life is a lie … It can drive me insane, how hard I have to fight just to get across to people I'm a man. And not having a penis and not being able to father children and not being able to marry a woman and not being able to play cricket on the guys' teams and … well the list could go on and on. I've come close to suicide a few times, but fortunately I have good friends and some sort of friendly spirit that's on my side … because I'm still here. Besides, I am young, just out of puberty … I hope to start taking testosterone over my summer vacation, which at least will eliminate some of my problems. And you know I'm actually starting to enjoy being a trans-man. Sometimes if I'm in a good mood, well, in any case, I don't get so frustrated, depressed, and angry as I used to …

*FtM: Female to male

On becoming a woman

H12

'Children are surprisingly alike. There is not much very real difference even between boys and girls. Yes, there is minor anatomical difference, but as far as external appearances go, the obvious difference is that girls have long hair and wear dresses. Boys and girls have voices of both the same pitch. They have the same physical strength and same interests. The truth is that little girls play with their dollies and boys with their trains. But there are many times when both boys and girls play house and play ball and consider kindred interest perfectly natural. But when the teens are approached girls develop different attitudes towards boys, and boys towards girls…

The changes that have come about to make you a young woman have consisted of much more than the development of external curves. This development, plus the changes in attitudes which you have experienced, now causes you to think differently. You have put away children's things and have become concerned with feminine interests. You have begun to think and dream about love and about a time when you will have a home of your own…

Also, a girl thinks feminine thoughts, is domestic in her inclinations and is fundamentally gentle in her relations to others. A teenage boy is masculine in his attitudes and somewhat rough and ready in his relation to the outside world. These differences, when traced back to their fundamental cause, result from the fact that a young woman's body is designed to enable her to become a wife and mother, where as a young man's body is designed so that he may become a husband and father.'

H. Shryock (1951)

Sex & gender cards

H13

See sex connected to romance and being wanted	See sex for its own sake
Don't talk about sexual pleasure and bodies	Pleasure often mentioned and located in the body
Are seen to be sexually passive	Are seen to be sexually aggressive
Are seen as keepers of safe sex (& responsible for contraception)	Are not seen as being responsible for safe sex
Are expected to control sexual urges/feelings	Are not expected to control themselves – it's their sex drive

Are expected to be naive about sex	Are expected to be experienced in sex
Have much to lose (reputation)	Have much to gain (reputation)

BOYS

GIRLS

RESPECTFUL

DISRESPECTFUL

Gendered spaces in our school

H14

Who plays where and occupies what spaces in the school ground?

Who is using sports equipment, and what equipment are they using?

Who is physically active and who isn't?

Who occupies most space in the school ground?

Who uses most sports equipment?

What forms of bullying/violence/harassment do you observe being used to exclude some groups of people from certain spaces and equipment?

Harassment & violence in schools

H15

A Vincent, a Year 9 boy, has been making sexual jokes about a new girl, Amy, to a mixed group of students in his class. Amy feels humiliated and wishes she could go back to her old school.

B Since Kim broke up with her boyfriend Tom, her friends don't ask her to hang out any more. They blame her but she just didn't feel close to him any more. Her friends hang out with Tom's friends at school and she is left on her own. She feels very sad and confused.

C Kristen is regularly cornered in the corridor and told she is a slut by a boy she rejected. Recently he has started putting pictures of nude men inside her locker. She feels very ashamed.

D Whenever Jeremy goes to the toilet a group of boys who hang out in the corridor outside make comments about his sexuality, saying things such as 'Hey, Jeremy where did you get your "gay" haircut or where are your "poofter" buddies?' Jeremy told a teacher who said he should think about a different hairstyle.

E Gia has stopped playing netball at lunchtime because Jason, a boy she doesn't even know, just leans on the wall a few metres away and stares at her. It makes her feel really uncomfortable.

F Georgia likes Michael. At lunch-time a group of students try to make her kiss Michael but she doesn't want to. They call her frigid and she runs away crying.

G Finn, the class clown, hits Jack every time he passes him in the corridor. Jack tries to go the other way to get to his locker but Finn always sees him. The other students laugh.

H Meg's boyfriend won't let her talk to other boys at school. If she does, he won't speak to her or he gets really angry and yells. Meg feels scared and avoids her male friends.

I A message is posted on Facebook about Sally having oral sex with a boy she met last weekend. Sally doesn't want to go school.

J Kelly's boyfriend, Simon, asked her to send him a picture of her naked. At first she said 'no', but when he kept on and on about it she finally agreed to do it, as long as he didn't show ANYONE. Kelly broke up with him a few weeks later. Simon was really angry and sent her naked image to all of his friends to get back at her. Now almost everyone at school seems to have seen it. Everywhere Kelly goes she sees people pointing at her and talking. Kids in different year levels call her a slut and a porn star. Kelly feels violated and distressed. She doesn't want to go to school and she feels like she can't trust anyone.

K Josh's friends collect porn on their phones and show each other their latest additions at school. They often show Josh, too, and hassle him for not having his own collection. Sometimes they even say he must be gay if he's not into porn. Josh doesn't like the way women in porn are treated – the way they are spoken to and the things that are done to them. It doesn't seem very sexy at all to Josh. He doesn't understand why his friends think it's cool and feels uncomfortable and isolated when they want him to watch.

L Inda and two friends are followed regularly at lunchtime by a group of Year 8 boys who just laugh and snigger at them, telling them they look like dykes. Lately they have been forced to stay in the library all lunchtime.

M Sam gets at least one SMS a day from a boy in her Foods class asking her to have sex with him. It makes her feel sick and she has stopped coming to school on the day she has Foods. The boy never speaks to her at school.

N At least once a week Henrick is bailed up at the school gate by a group of older girls and asked to hand over some of his canteen money. He feels scared and embarrassed so he does it.

O Every time Mandy goes to her locker Muhammad rubs up against her. She doesn't know what to do. Everybody likes Muhammad and she is scared that if she says anything, people will think she is making it up.

P A week after Angus got his first mobile phone he was sent a sexual image at school. It was of a girl in his year level. She was completely naked and smiling at the camera. Angus was told she had taken the picture for her boyfriend, but when they split up he had sent it on to all his friends and now it was being spread throughout the school.
It seemed like nearly everyone had seen it and they all thought it was funny. Angus didn't want to get sent images like that. He wondered how the girl felt about it and felt sorry for her. And he was worried about having it on his phone.

What is sexual harassment

H16

Sexual harassment is any unwanted or uninvited sexual behaviour which is offensive, embarrassing, intimidating or humiliating. It has nothing to do with mutual attraction or friendship.

Sexual harassment is serious – and against the law

Sexual harassment can take many different forms – it can be obvious or indirect, physical or verbal, repeated or one-off and perpetrated by males and females against people of the same or opposite sex. Sexual harassment is a type of sex discrimination, and is unlawful behaviour under the Commonwealth Sex Discrimination Act 1984 and the Victorian Equal Opportunity Act 1995.

Sexual harassment may include:

- staring or leering
- unnecessary familiarity, such as deliberately brushing up against you or unwelcome touching
- suggestive comments or jokes
- insults or taunts of a sexual nature
- intrusive questions or statements about your private life
- displaying posters, magazines or screensavers of a sexual nature
- sending sexually explicit emails or text messages
- inappropriate advances on social networking sites
- accessing sexually explicit internet sites
- requests for sex or repeated unwanted requests to go out on dates
- behaviour that may also be considered to be an offence under criminal law, such as physical assault, indecent exposure, sexual assault, stalking or obscene communications.

Where does it happen?

Sexual harassment can occur in the workplace, in schools, colleges and universities, in clubs, when buying goods or receiving services, or when seeking or obtaining accommodation. Students and teachers are entitled to an education and workplace free from harassment. All schools should have a policy to deal with these issues.

Under the Commonwalth Sex Discrimination Act it is unlawful for:

- a teacher or a student over the age of 16 to sexually harass a student
- a student over the age of 16 to sexually harass a teacher.

Victorian students are also protected under the Victorian Equal Opportunity Act, which prohibits the sexual harassment of any person seeking admission to, or any student within an educational institution.

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Sexual harassment survey

H17

1. At school, have you ever seen someone...

...make any sexual jokes or remarks about someone's body?

☐ Yes ☐ No

...send around nude photos of someone on their phone or computer?

☐ Yes ☐ No

...corner or lean over someone else?

☐ Yes ☐ No

...write suggestive notes, send rude emails or show sexual pictures?

☐ Yes ☐ No

... make sexual gestures to someone?

☐ Yes ☐ No

... pressure or force someone into doing something sexual?

☐ Yes ☐ No

... show sexual pictures to other people on the internet or phone?

☐ Yes ☐ No

... take, pass on or post sexually explicit images on phones, social networking sites, computers etc.?

☐ Yes ☐ No

Pick one of the above incidents that you have seen, and circle it. Answer the following questions about the incident. You can tick more than one box in each question if required. Add details if you choose 'Other'.

2. Who generally did the harassing?

☐ Female student(s)
☐ Male student(s)
☐ Female teacher
☐ Male teacher
☐ Other.....

3. How often did this happen during the school year?

☐ Once or twice only
☐ Once a week
☐ Once a month
☐ Every day

4. Where did it happen?

☐ In a classroom
☐ Outside of class during lunch or recess
☐ On the way home
☐ During sports
☐ Other

.....

5. Who else was there?

☐ No-one
☐ Friends
☐ A teacher
☐ Other students
☐ Other

.....

6. What did they do?

☐ Nothing
☐ Laughed
☐ Tried to stop it
☐ Other

.....

7. Who did you tell about it?

☐ No-one
☐ Friends
☐ A teacher/school counsellor
☐ Parents or family
☐ Other

.....

8. What happened to the person who was harassing someone else?

☐ Nothing
☐ They were told off by a teacher
☐ They were suspended
☐ They got kicked out
☐ Other

.....

What's the legal situation with sexual harassment?

H18

At school

As a student you are entitled to an education free of sexual harassment. The same applies to teachers - they are entitled to a workplace free from harassment. Schools have an obligation to deal with sexual harassment and all other forms of bullying.

Sexual harassment by a member of staff

Regardless of your age, it is unlawful for a teacher to sexually harass you.

Sexual harassment by another student

Regardless of your age, it is unlawful for an adult student to sexually harass you. Certain types of bullying, about sex or sex-based characteristics, may also be sexual harassment.

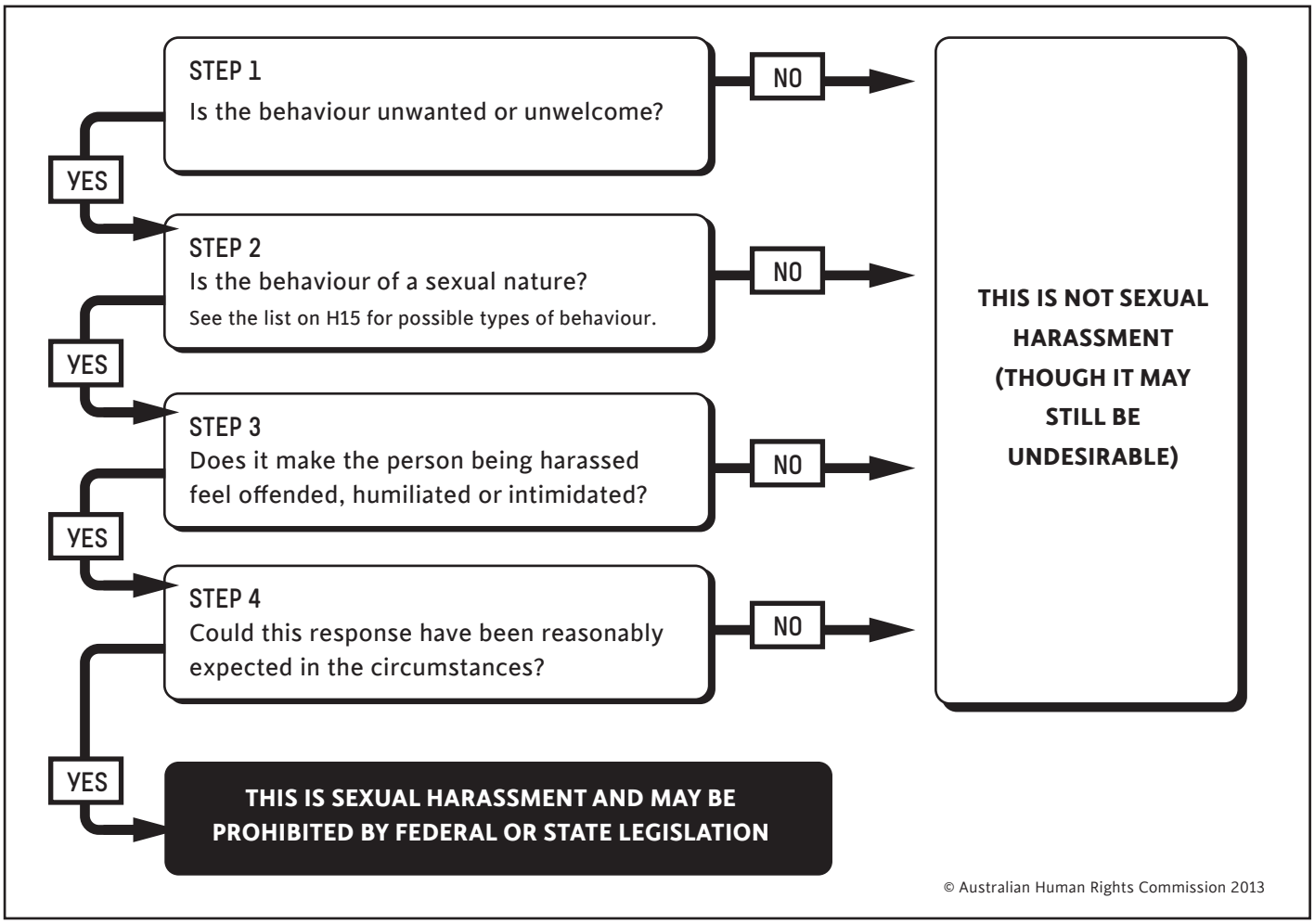
Who is responsible?

Anyone aged over 16 is considered an 'adult student', which means they are personally liable for sexually harassing another student or teacher. If you are harassed, you may be able to lodge a complaint against the student and, in some cases, against the school.

In Victoria, a legal complaint of sexual harassment can not be made against another student if the harasser is under 10 years of age. In these circumstances, please notify the school immediately. Every Victorian school has a duty of care to protect students from harassment and discrimination.

WHAT DOES THAT MEAN AND HOW DOES IT APPLY TO REAL SITUATIONS

Follow the steps in the flowchart below to decide:



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Where to go for help

H19

Women's Domestic Violence Crisis Service

(Statewide, 24 hours)

Phone: 1800 015 188

http://www.wdvcs.org.au

Bursting the Bubble

(Website)

http://www.burstingthebubble.com

Centres Against Sexual Assault

(Statewide, 24 hours)

Phone: 1800 806 292

http://www.casahouse.com.au

When Love Hurts

(Website)

http://www.dvcs.org.au/domesticviolence.html

Men's Referral Service

(12pm to 9pm weekdays)

Phone: 1800 065 973

http://www.mrs.org.au

Kids Helpline

(24 hours)

Phone: 1800 55 1800

http://www.kidshelp.com.au

Common responses to experiences of violence

H20

COMMON EMOTION	THOUGHTS AND FEELINGS OF VICTIMS/SURVIVORS
Powerlessness and loss of control	I feel so helpless. Will I ever be in control again?
Emotional numbness	I feel so numb. Why am I so calm? Why can't I cry?
Shock and denial	Was it really sexual harassment? I'm OK. I'll be all right. Maybe Harry didn't mean to rub up against me…He's not a bad person…
Guilt and shame	I feel as if I did something to make this happen. If only I hadn't…
Loss of confidence	I feel I can't do anything anymore…even the simplest things.
Embarrassment and shame	I feel so dirty, like there is something wrong with me now. Everybody has seen me naked. What will people think? I should never have let him take a picture of me – everyone thinks I'm a slut. I can't be a 'normal' teenager.
Mood changes	I feel like I am going crazy!
Low self-esteem	I feel disgusted by the memories. I'm just worthless. I don't know why I didn't say anything – there must be something wrong with me.
Loss of trust	I don't feel safe anywhere, with anyone.
Depression	How am I going to go on? I feel so tired and hopeless.
Fear	I'm constantly jumpy. A sudden noise, an angry voice, moving bushes, and I'm afraid.
Anxiety	I feel so tense. I'm a nervous wreck.
Hostility and anger	I hate him, everyone and everything. I want to kill him.
Loss of sexual confidence and comfort	I just can't bear to be touched.
Entrapment	I feel so vulnerable. I can't leave the relationship.
Isolation	I'm so alone. I just want to hide within myself. Nobody talks about homophobia, so I must be the only one.
Homophobia	I must be gay because I got an erection, which means I must have enjoyed it.

What can I do to help a friend?

H21

It can be pretty full-on when someone tells you they've experienced harassment and violence. You'll probably have feelings of your own to deal with, and might not think there's much you can do to help. The good news is that your friend trusts you enough to talk about their experience, and there are heaps of things you can do to support them. Here are some of the most important ones.

Listen

Hear what they say and try not to interrupt. Let them talk at their own pace. Show them you are listening by making eye contact and nodding. Don't worry if they stop talking for a while – silences are OK.

Believe

Try not to overdo the questions, as this can make it seem like you doubt their story. It's important that your friend sees you're on their side and that you support them.

Validate

Tell your friend that what they're feeling is right. Let them know you think their feelings are real and normal, by repeating the feeling word they've used (e.g. 'it's OK that you feel scared'). Acknowledge that you have feelings about it too, but try to keep the focus on your friend.

No blame

In our society, it's common for victims to be blamed for their experience of violence. Try to avoid questions such as 'Why did you go there?' and 'Why did you go out with him?' because they might make your friend think they're responsible for what happened.

Ask

If you feel a bit helpless, ask your friend what sort of help they'd like from you. They're not expecting you to solve the problem, and you've already done heaps just by listening. Asking will also help your friend think about what to do next.

Shh

It's important that your friend trusts you and feels like they're in control of the story. If you think someone else needs to know (e.g. a teacher or another trusted adult), tell your friend first. You can think together about who can be trusted, but don't tell them until your friend is OK with it.

Get help

Talk with your friend about what would help stop the violence (if it is still happening), or what they feel they want. Encourage your friend to tell a trusted adult who can do something about it, such as a relative, a teacher or a school counsellor.

The links below may provide additional information about the laws around sexual abuse and harassment and advice about where to go for help:

http://www.lawstuff.org.au/vic_law/topics/

http://www.legalaid.vic.gov.au/get-legal-services-and-advice

http://casahouse.com.au

http://www.kidshelp.com.au/teens/get-help/web-counselling/

http://www.headspace.org.au/

Responses to scenario activity

H22

Common emotional responses

Tick all of those that might apply to your scenario.

- ☐ Powerlessness and loss of control
- ☐ Mood changes
- ☐ Emotional numbness
- ☐ Low self-esteem
- ☐ Shock and denial
- ☐ Loss of trust
- ☐ Guilt and shame
- ☐ Depression
- ☐ Loss of confidence
- ☐ Fear
- ☐ Embarrassment and shame
- ☐ Anxiety
- ☐ Hostility and anger
- ☐ Isolation
- ☐ Loss of sexual confidence and comfort
- ☐ Homophobia
- ☐ Entrapment

The Power Connection

UNIT TWO

The Power Connection

UNIT TWO

SESSION 1
Getting a position on gender, respect & relationships

SESSION 2
If respect is free, why is it so difficult to get?

SESSION 3
Sexual intimacy, respect & relationships

SESSION 4
Building an awareness of gender-based violence

SESSION 5
Consent & the law

SESSION 6
Barriers and enablers to consent in relationships

SESSION 7
The implications of gender-based violence

SESSION 8
Learning respectful communication

The power connection is a unit of work designed for Year 9 students. Although the teaching and learning experiences covered in the unit make the assumption that Year 9 students have completed the foundation unit, Unit 1 'Gender, Respect & Relationships', it is possible to complete this unit without first doing so. If this is the case, Sessions 1 and 2 are essential to focus attention on gender and gendered sexual expectations before exploring gender and violence more explicitly.

This unit explores the nature of gender-based violence and the implications for respectful practice. It explores domestic violence and sexual assault in the context of power, social and institutional structures, and young people's lives. It takes a broad view of violence, covering the physical aspects as well as looking at the emotional, social and economic implications of gender-based violence, including homophobia. It is also designed to help students understand the nature of consent, free agreement and respect, and develop skills to take individual and collective action for self and others.

Timing

As with any activity, timing is only a guide and will depend on your students, the level of maturity, prior learning and student interest. The demonstration schools found that students really enjoyed the activity-based experiences, enabling them to move around (for example role play, working in groups or playing games), and being able to discuss their ideas. Students maintained they learnt more by 'doing the activities'. Many of the teachers commented that it was difficult to keep activities to the suggested time because student interest and discussion led the class in valuable directions.

Setting up a safe space

As with Unit 1, many students undertaking this unit have been working together and have experience developing classroom rules or agreements to ensure the learning environment is safe and that respectful behaviours (such as listening and not allowing put-downs) are adhered to. However, some classes may be coming together for the first time. For these classes, it is essential that ground rules are established, as they provide a structure that can improve classroom management, keep students and staff safe and supported, and ensure the class works effectively. Students will be dealing with potentially sensitive issues focusing on relationships, violence and sexuality, and so a structure that allows discussion of differing opinions is essential to the success of the curriculum.

Refer to Activity 1: 'Setting the context & boundaries', in Unit 1, Session 1, for an activity that is designed to provide a safe space for students and for the introduction of issues to be covered in the unit. This activity involves setting ground rules or agreements and providing an opportunity for students to practise using the ground rules while they gain a sense of the focus of the unit of work.

There are new sample statements for the 'Setting the context & boundaries' activity that are appropriate for Year 9 students. These include the following:

- The most important ingredient in a relationship is trust.
- It is easier for boys to end a relationship than it is for girls.
- If a girl doesn't say no to sex then it is OK to put pressure on her.
- Sexual assault only happens to girls.
- Physical violence is more harmful than emotional or sexual violence.
- The easiest way to end a relationship is a text message or an email.
- It would be easy to tell someone if you had been sexually assaulted.
- Talking about sex with a partner is easy.
- I wouldn't know what to do if someone I knew was in a violent and abusive relationship.
- Pornography is a good way to learn about sex.
- Violence happens in same-sex relationships as well as heterosexual relationships.

Keeping a journal

This unit requires students to undertake a great deal of personal reflection. Keeping a journal is a useful strategy to assist them to reflect upon and consider the implications of the information, understandings and skills covered in the activities. It is a useful assessment strategy, as it can be used to assess what students have gained from the unit, and also provides a written record that can be used in other assessment activities, such as story writing. Overall, demonstration schools found that journal reflections provided a valuable means of keeping students focused on the messages of the activities and on building assessment ideas. Some journal questions are provided throughout this unit. You may choose to include these as part of the sessions in class, or as a homework activity.

Demonstration schools also indicated that a range of assessment activities were needed to keep students engaged and to cater for different student needs. Some suggestions for assessment activities are provided at the end of Unit 2.

Getting a position on gender, respect & relationships

1

LEARNING OUTCOMES

Students will define sex, sexuality and gender.

Students will explore their own gendered understandings of the personal qualities they value.

Students will identify personal qualities that have a positive impact on developing respectful relationships.

ACTIVITIES

1 It's all in the definition
2 Gendered qualities and relationship expectations
3 Guess what I'm saying!

TIME REQUIRED

100 minutes

HANDOUTS

H1 *Personal qualities cards*
H2 *Personal qualities*
H3 *Guess what I am saying! cards*

1 It's all in the definition

GROUP: IN PAIRS & WHOLE CLASS
TIME: 20 MINUTES

Preparation and materials:

- Copies of the **H7** & **H8** ***Graffiti sheets*** from ***Unit 1, Session 3*** if students have not completed Unit 1
- Definitions of sex, gender and sexuality from ***Unit 1, Session 2***

If your students have not completed Unit 1 'Gender,Respect & Relationships', read the unit to get a sense of what has been covered. You will need an extra session to ensure that students have some of the key understandings around gender prior to looking at violence. Carry out Activity 1: 'Setting the context and boundaries' from Unit 1, replacing the statements with those provided in the Unit 2 'Setting up a safe space' section which is more reflective of the issues being covered in this unit.

Background

This activity revisits the key ideas and take-home messages from Unit 1 'Gender, Respect & Relationships'. This enables the teacher to gain a sense of what students have remembered from the unit and what needs to be revisited prior to exploring issues such as sexual assault and domestic violence. It explores students' understandings of the concepts of sex, sexuality and gender, and develops some common understanding of these terms.

Procedure

1 Introduce the session by asking students to reflect on the unit of work they did in Year 8 on 'Gender, Respect & Relationships'. Give them a quick overview of what they covered. You could write the session titles on the board. Don't spend any more than five minutes on this. Ask each student to turn to the person on their right and spend a couple of minutes discussing what message(s) they took away from the work covered. Write these on the board, briefly dispelling any myths that may arise.

2 Ask the students what we mean by the concept of gender. Write their ideas on the board.

3 Ask the students 'How does this differ from sex?' and write their ideas on the board.

4 Ask the students, 'How does this differ from sexuality?' and write those ideas on the board.

5 Finish by revisiting the definitions of gender, sex and sexuality in Unit 1, Session 2.

Alternatively, if your class has not completed Unit 1, 'Gender, Respect & Relationships', post graffiti sheets on one wall in the room with the following stem statements for students to finish.

Gender is...

Sex...

Sexuality is...

Have at least two sheets with each stem written on them.

Explore the definitions by looking at the biological and social aspects of what they have included. Finish by presenting the definitions of gender, sex and sexuality in Unit 1, Session 2, and discuss the differences and similarities between their definitions and those presented.

2 Gendered qualities & relationship expectations

GROUP: SMALL GROUP & WHOLE CLASS
TIME: 30 MINUTES

Preparation and materials

- Two to three sets of **H1** ***Personal qualities cards***, colour coded to assign a colour to groups of five to six students. There are 51 personal qualities cards provided. Depending on how many students you have, you may need to photocopy the cards so that you have two of each quality.
- Copies of **H2** ***Personal qualities***

Background

This activity revisits and explores traditional gendered expectations and common understanding of the qualities of a respectful relationship. As the unit focuses on issues of violence, such as sexual assault and intimate partner violence, students need to have an opportunity to explore their own gendered understandings and those of the community in which they live. Power is a key concept in this unit and this activity is designed to draw out both positive and negative aspects of respectful relationships.

Procedure

1 Explain to students that this activity will allow them to explore the personal qualities or traits that might be part of a relationship.

2 Divide students into groups of six. Try to get equal numbers of boys and girls. If this isn't possible, give girls one colour and boys another so that they are discussing the questions in single-sex groups. This will assist in exploring the gendered nature of the qualities selected.

3 Give each student three personal qualities cards. The colour of cards determines the groups that students will be in to discuss the questions on ***H2 Personal qualities***.

4 Explain to students that they have 10 minutes to swap with each other any quality cards that they have but don't want. The aim is to try to get the three qualities they value most.

Students break into the colour-coded groups and answer the questions on ***H2 Personal qualities***.

5 Ask students to put the qualities into two piles on the floor, one for those qualities selected by the boys, and one for those qualities selected by the girls.

6 As a class, discuss the following questions:
- What qualities are similar? What qualities are different?
- What does this tell us about the qualities valued by boys and girls?
- How do we develop understandings about what should be valued in males, females and people in general?
- What are the implications for young people if they do not show what are considered 'appropriate' expressions of gender?
- Which list has more qualities that show respect in relationships?
- What could the implications of this be for intimate relationships?

3 • Guess what I'm saying![1]

GROUP: WHOLE CLASS & SMALL GROUP
TIME: 30 MINUTES

Preparation and materials:

- Post-it notes
- Large text pens
- One set of **H3** ***Guess what I'm saying! cards***

Background

This activity is the first of a number in this unit designed to teach students about communication and its importance in contributing to respectful relationships.

Procedure

1. Explain to the students that this activity allows them to look at verbal and non-verbal forms of communication.
2. As a class, describe the difference between an affirmation and a put-down. Brainstorm examples of affirmations, writing a list on the board, then brainstorm examples of put-downs. There will almost certainly be a lot more negatives than positives.
3. As a class, discuss:
   - Why are put-downs much easier to think of than affirmations?
   - What does this tell us about how a lot of people communicate?
   - Do we sometimes think put-downs are just meant as a joke? Do we sometimes think affirmations are just meant as a joke? Why is this different?
4. In groups of three, ask students to talk about how it affects them to be given put-downs compared to affirmations. In summing up, stress the damage of put-downs and the importance of countering them with affirmations.
5. Explain that the next part of the activity looks at non-verbal communication. Ensure everyone understands what is meant by 'non-verbal' (i.e. without words). Divide the class into eight or nine groups and ask for a volunteer from each group. Give each volunteer a card and ask them to perform the body language on their card to their group without speaking. The group is to work out what is being demonstrated. The cards can be swapped until everyone has a turn to act out their role.
6. To finish, discuss how much of our communication with people is verbal and how much is non-verbal:
   - Does it change for boys compared to girls?
   - Does it change for children, young people and adults?
   - What non-verbal communication shows respect?

Journal Entry

Session 1 journal questions

Finish the following stems with at least three lines for each stem:

I was surprised that I...

I learnt that others...

My perfect partner would be...

A respectful relationship means that I...

A respectful relationship means that others...

In this session I got better at...

If respect is free, why is it so difficult to get?

2

LEARNING OUTCOMES

Students will describe the stages of relationships.

Students will reflect on the impact of particular ways of ending a relationship.

Students debate the role of respect in relationships.

ACTIVITIES

1 The rules of relationships

TIME REQUIRED

60 minutes

HANDOUTS

H4 *One-liners*

This session is designed to revise the nature of relationships and the connection to gender. It also aims to start students thinking about the connection between gender-based violence and expectations around relationships. Although there is only one activity in this session, it has several parts, each one building on the previous part. It aims to get students to think about the characteristics of an intimate relationship and how the expectations of this relationship can differ from those in other types of relationships. It also aims to continue a broad dialogue about respect and relationships.

1 The rules of relationships

GROUP: SMALL GROUP & WHOLE CLASS
TIME: 50-60 MINUTES

Preparation and materials:

- A list of songs about starting and ending relationships. Examples include 'Comfortable' by John Mayer, 'The honeymoon is over' by the Cruel Sea, 'The special two' by Missy Higgins, 'Goodbye my lover' by James Blunt, 'Til you do me right' by After 7 and 'The scientist' by Coldplay
- Copies of **H4** *One-liners*

Procedure

1. Divide students into groups of four or five. Ask them to think of one song about starting a relationship and one song about ending a relationship. If students are having problems, refer to the sample list above under 'Preparation and materials'.
2. Ask students to think about what the song is saying. What key messages are in the lyrics? If you have access to the internet, students could look them up.
3. Discuss what stages in a relationship are described in the song:
   - What key words are used to describe the beginning or happy stage of relationships?
   - What words are used to describe the ending of a relationship?
   - If the songs are about women, how are the women described?
   - If the songs are about men, how are the men described?
   - Are any of the songs about same-sex relationships? If so, do they differ in any way?
   - What causes are given for the end of the relationships?
4. Groups report back. List the stages described and the key words identified by the groups.
5. In the same groups, inform students they are to write a jingle or song about starting a new relationship, to the tune of 'Teddy bears' picnic'. Suggest they use the information from the discussion, the song lyrics and their own experience and understandings to help them write the jingle.

Give students 10 minutes to write the jingle and then the groups present their work.

A simple way to get them started is to suggest they brainstorm a list of words about starting a new relationship. Pick three words and then come up with three new words that rhyme with each. Build these into sentences.

6 Ask students to complete ***H4 One-liners*** individually.

7 Form single-sex groups of four to six students. Fold all the sheets in half and place them in the middle of the group. Each student takes a sheet. One statement at a time, students read out what is written on the sheet. List any common themes that run through the responses. Suggest to students that they think about any differences and similarities.

8 Groups present a response to the rest of the class. Discuss:

- The difference between male and female responses
- Respect shown in the ending of a relationship
- The place of respect in making people feel good about relationships.

9 Finish with a line debate. Ask the students to line up in order of height and then split the line down the middle to form two teams.

- Pose the question (write it on the board): If respect is free, why is it so difficult to get in relationships?
- One team will be asked to form arguments to support the statement and the other team will be asked to form arguments against this statement. Give students a few minutes to reflect on what they could say and argue.
- Remind students about the classroom ground rules of 'no put downs and no mocking another response'. Inform them that if a student breaks the rules, they will be required to cross to the other team and prepare a new argument.
- The debate begins with a volunteer from one side going first and presenting their argument. Once they give their response they choose a person from the opposing team to cross the floor and join their team. This challenges the student to rethink their already formed argument, taking them to a higher level of thinking.
- The team that wins is the team with the most players left after a certain amount of time, or you may choose not to have a winner but to continue the activity until arguments have been exhausted. The aim of this activity is to challenge students' preconceived ideas about respect and to formulate the ideas and arguments that have been presented to them in the session.

Sexual intimacy, respect & relationships

3

LEARNING OUTCOMES

Students will identify their own expectations in relation to gender.

Students will identify implications of narrow understandings of gender.

ACTIVITIES

1 Different perspectives on sexual intimacy

TIME REQUIRED

50 minutes

HANDOUTS

H5 *Character cards*
H6 *Different perspectives*

This session is designed to encourage discussion of the range of different perspectives young people have on sexual relationships and sexual activity. It is also designed to get students involved in critical discussion about the influences that shape sexual beliefs and practices and how these impact on respect in relationships. The session is based on the sex and ethics work of Dr Moira Carmody (2009[a]), and the case studies presented in the activity are illustrations of the issues raised in this work[2]. Teachers may wish to read Dr Carmody's research in more detail to support delivery of this activity.

Teachers and students involved in the trial of these materials found this activity to be one of the most important. They maintained that it increased students' understanding of the range of positions held in relation to sexuality and challenged their attitudes to issues of respectful relationships and sexuality.

1 Different perspectives on sexual intimacy[3]

GROUP: WHOLE CLASS & SMALL GROUP
TIME: 40–60 MINUTES

Preparation and materials

- **H5** *Character cards*
- Hats and large name tags with character names
- Focus questions (for role-play facilitator)
- Copies of **H6** *Different perspectives*
- A space for students to be briefed about role play

Background

The activity is modified from one developed by Moira Carmody (2009[a]) in her work on sexual ethics. The characters used are constructed from a combination of Carmody's research and program development, and the most recent survey of Australian secondary school students conducted by Smith et al. (2009).[4] For further background information to support delivery of this activity, teachers may like to read Carmody's chapter 'Young people's experiences of sex'.[5]

This is a potentially sensitive activity because students are playing roles that involve talking about behaviours or situations they could be uncomfortable with. Hence it is very important to know your students. Ensure that you have read the characters so you are aware of the issues covered and can inform the students of what the role play will cover. You might want to hand-pick the students to be involved in the activity, depending on the confidence and experience of the students undertaking the role plays.

Make sure you have a safe environment, and that students know they are going to be looking at sexuality, sexual behaviours and relationships. It is very useful to have an extra teacher or colleague with you to assist in the role play when running it for the first time. An experienced health education teacher, student welfare coordinator, drama teacher or school nurse may be an appropriate helper for this activity.

Another option, if you have a strong drama department, is to ask the senior drama students to do the role play and allow the students to observe and analyse the play.

This activity is a role play that students will watch. It will take about 20 minutes to set up and uses seven students, so the other students need to be engaged in an activity. There are several ways to run this:

- Pick the students and give them the characters prior to the class so they have a chance to prepare, which will reduce the time needed for the preparation.
- Get the VCE drama students to play the characters.
- Ask another teacher or support person to conduct the introductory activity 'Sex and relationships issues in 2013' (as outlined below), while you set up the role play. Alternatively, if the drama teacher is available they could set the role play up and brief the teacher. Either way, the remainder of the class needs to be engaged in an introduction on the issue.

Procedure

1. Explain that this activity allows students to explore different views and perspectives on sex and relationships and to think about how different people form these views.

2. Set nine chairs up in the middle of the room in a fish bowl arrangement. This circular formation enables students to talk to each other.

3. Inform the students that they are going to have a role play based on what the research tells us about the diversity of young people in relation to sexuality and sexual experiences and practices. Ask for eight volunteers, including at least three male students. If it is a single-sex environment, students will need to play male or female genders. Allow 15 minutes for students to go through the preparation for the role play.

   One teacher should take this group of students out to a different space (see Step 4). The other teacher can engage the remainder of the class in the activity in the box below. If time permits, all students can participate in this activity.

Introductory activity for the remainder of the class

Sex and relationships issues in 2013

The remainder of the class brainstorm what they see as the important current sex and relationships issues for adolescents aged 14 to 18 years. Ask them to think about what they hear and see in the media as well as what they know from the young people around them.

List these on the board. Stop when you get to about 10. You may need to combine related issues.

In groups of five, ask students to prioritise the list from the most important to the least important. Do this on a piece of butcher's paper and discuss similarities and differences: Why are there differences? How easy or difficult was it to reach agreement?

4. Take the volunteers out of the room to brief them, following these steps:
   - Give each of the students a character card, name tag and hat with their character name on it.
   - Explain that they will be acting as a group of young people who have come together to talk about sex and relationships.
   - Give them some time to read their character description and think about their role.
   - Give them a few minutes to get into their character.
   - Bring them back into the main room.

5. Introduce the role play to the rest of the class by saying 'We are going to observe a role play involving a group of young people who have come together to talk about how they feel about sex and relationships. While the role play is on, you are required to observe what views each character is expressing and write down what is important to each of the characters about relationships and sexuality'.

6. Bring the characters in and ask them to take a seat in the circle in the middle of the room. One teacher will act as the role-play facilitator. Ask each character to state their name and how old they are but no other information. The facilitator can work through the following questions, but it is not essential to use them all:

   - What are important aspects of a relationship for you?
   - Who do you think has responsibility for making decisions about sex and romance in your relationships?
   - What do you think is the most important element of an intimate relationship?
   - How do you work out and negotiate having sexual contact within your relationship or in your life?

   Allow the characters to direct the conversation and speak openly, while ensuring they are focused on the topic. Allow the role play to run for 10 minutes. Keep the mood light and let it be fun.

7. Finish the role play by thanking the participants. Ask them to stay in role for now and stand behind their chairs.

   To de-role, ask the students their real names, how they are feeling right now and where they are. Thank them by using their real names and let them return to their original chairs.

   This is important to ensure none of the role players has slipped into a state of distress or disassociation. If anyone is a bit off or is clearly distressed, ask them to step outside with you for a minute, but thank the others first. If you have a distressed person, spend a few minutes with them and ask what they need to help them feel more in control. It could be some fresh air or a drink. Encourage them to return to the class.

8 As a whole class, discuss the following:

- What views were expressed?
- What were the important issues?
- Why was there such a difference in views, values etc.? Identify the different influences, such as family, religion, gender, culture, experience and pressure from friends.
- Which characters had a respectful approach to relationships? This includes respect for themselves and respect for others.

  The focus of the discussion should be on diversity and the different views young people have about sex and relationships.

9 Compare the issues raised to those that students identified in the introductory activity. How different or similar are these issues to those identified by the young people in the role play? Why?

Journal Entry

Session 3 journal questions

Finish the following stems with at least three lines for each stem:

I was surprised that I...

I learnt that others...

My perfect partner would be...

A respectful relationship means that I...

A respectful relationship means that others...

In this session I got better at...

Building an awareness of gender-based violence

4

LEARNING OUTCOMES

Students identify the nature of gender-based violence.

Students develop a shared understanding of the concepts of violence and power.

Students identify the influence of power on gender-based violence.

ACTIVITIES

1 Defining violence, power and consent
2 Zoe and Sam

TIME REQUIRED

60 minutes

HANDOUTS

H7 *Stories of power*
H8 *Types of power*
H9 *Zoe and Sam*

The aim of this session is to look specifically at instances of gender-based violence. The first activity helps students to identify what violence is and how power plays out in the perpetration and prevention of gender-based violence. The case studies presented cover a broad range of issues to enable students to see that violence involves emotional, social and institutional acts as well as physical, verbal and criminal acts. The session then looks at the issue of sexual assault to focus students' attention on the issue of consent.

1 Defining violence, power & consent[6]

GROUP: SMALL GROUP & WHOLE CLASS
TIME: 45 MINUTES

Preparation and materials

- Whiteboard or butcher's paper on which to record feedback
- Whiteboard markers or felt-tip markers
- Copies of **H7** *Stories of power*
- Copies of **H8** *Types of power*

Background

This activity is designed to enable students to see that gender-based violence can take many forms. It also aims to assist students to see the connection between gender, power and violence.

The concept of power can be difficult to understand. Students tend to think of power in terms of obvious examples, such as violence. The following activity will help students to see that power also exists, for example, in language and in institutions such as marriage and the law. Three case studies are included, which look at:

- power through family relationships
- power through a rape situation
- the use of technology and social power.

By using the case studies, many dimensions of the concept of power are covered. If you choose to work with only one case study, you will need to ensure that these other dimensions are drawn out.

It is important that teachers inform students prior to using the case studies that these involve issues related to rape and family violence. This allows students who may find these case studies personally confronting to be prepared and choose not to participate in activities or to leave the room as appropriate.

STORIES OF POWER

There are three stories looking at different illustrations of gender-based violence:

- **Jennie's story** examines domestic/family violence and is very useful for exploring the structural nature of violence found in practices such as marriage and aspects of language. It also gives the students a chance to explore subtle violent behaviours and behaviours that are often not considered violent.
- **Sarah's story** looks at sexual assault and abuse of power in the workplace. It also examines questions about gendered expectations at work and in relation to women, fear and physical strength.
- **Mindy's story** explores intimate relationships and the use of technology and 'sexting' as a form of gender-based violence and abuse of power.

Alternatively, there are a number of very good clips available that address aspects of partner violence. *Love Control* by Bent Wheel Productions is a film produced by Women's Health in the North. It highlights how jealous and controlling behaviour can escalate into full-blown violence, and is based on young women's real-life experiences of abusive relationships. *Love Control* can be viewed on YouTube:
http://www.youtube.com/watch?v=_zHt7MvIA8A

Procedure

1. Inform students that the aim of this activity is to examine examples of violence and power and to develop some shared understanding of the concepts.
2. Divide students into groups of three or four. Groups appoint someone to record and someone to report back. Give each student a copy of ***H7 Stories of power***, butcher's paper, pens and a highlighter if possible.
3. Allocate a different story to each group. Make sure that each story is covered by at least three groups. Ask students to read the story individually, highlighting what they consider to be different examples of power. Alternatively, depending on time and reading ability, a student in the group could read the story to the group.
4. As a group, students then list the examples of power on a piece of butcher's paper.
5. Each group then joins with another group who did a different story and reports back on the types of power in each story.
6. On another piece of butcher's paper, the students come up with a group definition of power.
7. Each group reports back on their definition. Assist students to examine the examples and the definitions of power developed by helping them see that examples of power are not only physical, such as physical assault or rape, but are also related to a person's position, as is the case with Sarah's boss. In addition, point out that power exists in the way language is used, such as Jennie's husband's verbal abuse, or as part of gender relations that prevent a strong girl like Sarah from fighting back. To facilitate this whole-class discussion, provide students with ***H8 Types of power***, which supports students to explore different types of power, using specific examples from the case studies.

   Questions to assist students to identify and understand power relations include:
   - What is similar about all the definitions?
   - What would power look like in a respectful relationship?

2 • Zoe & Sam[7]

GROUP: SMALL GROUP & WHOLE CLASS
TIME: 10 MINUTES

Preparation and materials

It is essential for students to be aware that they will be looking at a story that focuses on sexual assault before they arrive at class. This gives students who have been sexually assaulted an opportunity to make an informed decision about whether they want to explore the issue and listen to other people's opinions.

- Copies of **H9** ***Zoe and Sam***. As this handout is going to be used for a few activities over the next few sessions, it is worth laminating and can be handed out each time.

Background

This activity is designed to explore students' opinions about consent, sexual coercion, relationships and communication. In Activity 1, the students explore a range of gender-based violence situations as a means of understanding violence and the connection to power. In this activity, students look specifically at the issue of sexual assault and focus on the issues of consent, free agreement and communication in relationships.

Procedure

1. Explain that we are going to read and discuss the stories on ***H9 Zoe and Sam***. Make sure each student has a written copy. Either read the story or get one of the students to read it to the rest of the class.
2. Inform the students that you are going to ask questions about the story that they will need to answer.
3. In response, they raise their hand. There are no right or wrong answers and it's important to hear as many people's opinions as possible.

QUESTIONS

1. Whose story do you think is right?
   - Ask students to put their hands up for Zoe, for Sam, or if they're not sure.
   - Ask volunteers to say why they put their hand up.
2. Was either Zoe or Sam showing respect in this situation?
   - Hands up for yes, hands up for no, hands up for not sure.
   - Ask volunteers to say why they put their hand up.
   - Prompt question: How do you know whether there was or wasn't respect?
3. Who has the most power in this situation?
   - Hands up for Zoe, hands up for Sam, hands up for not sure.
   - Ask students why they put their hand up – what is their opinion?
   - Prompt question: What do we mean by 'power'? What different kinds of power are there? Think back to the previous activity.
4. Who knows more about sexual assault?
   - Hands up for Zoe, hands up for Sam, hands up for not sure.
   - Ask students why they put their hand up – what is their opinion?
   - Prompt question: Does either person use the word 'sexual assault'? Why/why not?

   After each question and answer, ask students why they have that opinion (e.g. why do you think Sam or Zoe has more power?).
5. Explain that the next questions have a yes/no answer.
   - Do you think Zoe has been sexually assaulted? Why?
   - Do you think Sam could be charged with sexual assault? Why?

   For both questions, allow students to explain their responses.

   - Explain that Zoe has been sexually assaulted and Sam could be charged with sexual assault. He had a responsibility to check whether Zoe wanted to have sex. She had a right to take him upstairs and feel safe.
   - Ask students what makes an act sexual assault. Try to bring out that sexual assault can be any sexual behaviour that makes the victim/survivor feel uncomfortable, frightened or threatened (see the Session 5 handout, ***H10 Consent and the law***).

Follow up

It's also important to establish, at the end of the discussion, that this is sexual assault and Sam's behaviour is harmful as well as unlawful.

Teachers need to collect the handouts because they will be used in the next session.

Journal Entry

Session 4 journal questions

Finish the following stems with at least three lines for each stem:

I was surprised that I...

I learnt that others...

My perfect partner would be...

A violent relationship means...

Power is...

Showing respect in a sexual relationship means I...

Consent & the law

5

LEARNING OUTCOMES

Students identify the laws associated with consent.

Students develop an understanding of what the laws mean to young people.

Students identify where to go for information on consent.

ACTIVITIES

1 The laws of consent
2 Consent cards

TIME REQUIRED

60–80 minutes

HANDOUTS

H10 *Consent and the law*
H11 *Free agreement?*
H12 *Consent cards*

This session builds on the previous one and is designed to teach students about the laws of consent and what this means for their relationships. The two activities are all about the laws in relation to consent. The session is designed to enable students to understand that the law of consent emphasises ***free*** agreement. It also aims to assist students to understand laws relating to the age of consent, guardian rules and people in authority.

You may find an officer from the Sexual Offences and Child Abuse Units of Victoria Police would be willing to come and speak to the students. Two useful websites are http://www.lawstuff.org.au and http://www.yoursexualhealth.org.au, both of which are designed for young people and can be used to help students research the information.

1 The laws of consent[8]

GROUP: LARGE SINGLE SEX GROUP
TIME: 40 MINUTES

Single-sex

It is important that both the boys and the girls are provided with an opportunity to discuss these issues in a safe and comfortable environment. Even if you have a class that works well and is respectful, the issues are sensitive and a mixed environment can inhibit discussion, particularly for the girls.[9]

Preparation and materials

- Copies of **H10** ***Consent and the law***
- Copies of **H11** ***Free agreement?***
- Access to computers if students are going to conduct research
- **H12** ***Consent cards*** (preferably printed on coloured cardboard and cut out)
- A large enough space for students to walk around
- Whiteboard and pens

Contact the Sexual Offences and Child Abuse Units of Victoria Police and ask an officer if they could give a short presentation to the students. You will need to give them very clear instructions about what you want them to cover.

You may want to familiarise yourself with two websites: http://www.lawstuff.org.au and http://www.yoursexualhealth.org.au

Background

This activity is about the laws in relation to consent and is designed to enable students to understand that the law of consent emphasises free agreement.

Common questions that come up in this activity include the following:

- What if you were already going out with your basketball coach before they became your coach?
- What if your basketball coach is the same age as you?
- Does that mean a doctor can never treat their husband/wife/partner as a patient?

- What if one person is 15 and the other is two years and two days older than them?
- What about stepfamilies and foster families?

These can be tricky questions. But in general you will be able to answer them using the following key messages as a guide: **The law is there to protect people who may have less power in a relationship and that the person who is older and/or with professional responsibility has to make sure they are not breaking these laws**.

1 Sexual contact between *family members* (other than married partners) is against the law and this is acknowledged in the *Crimes Act 1958* (Vic).

2 In addition to the law, there are *ethical and policy dimensions* to consider. For example, because of their professional code of conduct, doctors cannot have sexual relationships with any patients. Likewise, teachers cannot have a sexual relationship with students, even when students are over 18.

Procedure

1 Inform students that this activity looks at consent and free agreement. Connect it back to Zoe and Sam's stories.

2 Ask if anyone can explain what is meant by the word 'consent' (e.g. permission, agreement, wanting to do something).

3 Explain that in relation to sex and sexual assault, consent = free agreement. Write this on the board and emphasise that it means both people are doing things because they want to, not because they feel forced.

4 Give out ***H10 Consent and the law*** and read through the first section, 'Are you old enough?'

5 After the information on the sheet has been read out, ask if it's legal for the following pairs of people to have a sexual relationship and why/why not:
- 13 and 15 years old?
- 9 and 11 years old?
- 20 and 18 years old?
- 15 and 16 years old?

6 Ask the students:
- Which rule(s) applies to you?
- Why do you think the two-year rule applies and who is it trying to protect?
- Why do you think there are laws about guardians and people in authority?
- Do you agree with the laws?

7 Briefly discuss:
- Is sexual contact lawful in families?
- Are doctors able to have a sexual relationship with their patients?
- Can a teacher have a sexual relationship with a student?

Alternatively, use the guest speaker to cover these issues with students or get students to access http://www.lawstuff.org.au or http://www.yoursexualhealth.org.au and find answers to the questions.

8 Read through the other side of ***H10 Consent and the law***, 'What you need to know about consent' (see 'Notes for teachers' below). If you have a guest speaker, ask them to cover this material.

When you get to the box, 'Why do people agree…?', you can ask the students to come up with examples for each rule, but you may prefer to provide examples for them, as in the 'Notes for teachers' below.

Ask the students if they have any questions about these laws or if they can think of situations that they are unsure about.

9 Give students ***H11 Free agreement?*** and in pairs ask them to decide which situations are free consent and which are sexual assault. Discuss which situations make it difficult to decide.

Notes for teachers [10]

H10 CONSENT AND THE LAW: 'WHAT YOU NEED TO KNOW ABOUT CONSENT'

There are many reasons why people may feel forced or pressured to engage in sexual activity and the law addresses many of them.

While you're reading through the information in the box, ask students to come up with an example of each. Alternatively, read out the examples below as you go:

A person does not freely agree if:

1. 'They submit because of force, fear or fraud.'

   Example: Someone has threatened to physically hurt them if they don't go through with it, so they cooperate to avoid that harm.

2. 'They submit because of the fear of harm of any type for themselves or someone else.'

   Example: Someone in the family who is sexually assaulting a teenage girl may tell her if she doesn't do what he wants, he will do things to her little sister, so she says yes.

3. 'They submit because of being unlawfully detained.'

   Example: Someone might be locked in a room and told they're not allowed to leave until they have sex with a person, so they do it.

4. 'They are asleep, unconscious or so affected by alcohol or another drug as to be incapable of freely consenting.'

   Example: If someone has passed out from drinking and someone does things to them, including having sex, the person who has passed out is not able to give consent so it's an offence.

5. 'They are incapable of understanding the sexual nature of the act.'

   Example: They are children or mentally challenged and cannot understand that what's being done is sexual.

6. 'They are mistaken or unaware about the sexual nature of the act and the identity of the person.'

   Example: Two brothers look very alike and are nearly the same age. One of them brings a girl home and sleeps with her, and during the night while she's asleep the brothers swap places. In the morning the girl has sex with the second brother, thinking he's the first brother. Both brothers end up being charged with sexual assault.

7. 'They are mistaken in the belief that the act is for medical or hygienic purposes.'

   Example: If a doctor or nurse makes you do something unnecessary but makes you believe it is necessary (e.g. making you take your clothes off when you only have a chest infection).

2 Consent cards[11]

GROUP: WHOLE CLASS
TIME: 20 MINUTES

Preparation and materials

- Print and cut out **H12** *Consent cards*

Background

This activity enables the revision of consent and free agreement laws in an interactive, visual format. It is directly related to Activity 1 'The laws of consent'. It aims to revise knowledge relating to the age of consent and free agreement and is designed to discuss issues of power, control and responsibility that are reinforced in law.

Procedure

1. Explain to students that they are going to do an activity to revise the law of consent information and to check how much they have remembered.
2. Draw a stick figure on the whiteboard.
3. Hand one card to each person/pair. Tell students you are going to put one card on the figure at the front and their job is to work out whether the person on their card can legally have sexual contact with someone of that figure's identity (e.g. a 21-year-old).
4. First write '15-year-old' on the whiteboard figure. Go around the group asking each person with a card:
   - Is sexual contact permitted between these two people?
   - Why or why not?

   For example, with a 15-year-old:
   - 13–16 year old – YES because within two years (17-year-old only if dates are close)
   - 18–30 year old – NO because not within two years
   - Same age boy/girlfriend – YES, if both consenting
   - Doctor/basketball coach/family members – NO because of family and guardian laws.
5. Now place a card saying '17-year-old' on the whiteboard figure. Go around the group and ask the same questions again. There will mostly be the same answers as last round, except for one important difference relating to age:
   - 13–15 year old – NO because not within two years (15-year-old only if dates are close)
   - 18–30 year old – YES because when person turns 16 the two-year rule no longer applies unless their partner is younger.
   - Same age boy/girlfriend – YES as long as both consent
   - Doctor/basketball coach/family members NO – because of family and guardian laws.
6. Key points to reinforce:
   - The laws refer to any sexual contact, not just sexual intercourse or having sex. It could be touching, digital penetration, being forced to watch pornography etc.
   - The two-year rule applies between 10 and 15 years old – when you turn 16 it only applies to you if your partner is younger.
   - Family members, unless married, can never have sexual contact with each other, regardless of age. However, the younger person would not be held responsible; it's the older family member who is in fact breaking the law.
   - Laws apply equally to males and females, and to heterosexual and homosexual relationships.
   - The law is there to protect people but we may not always agree with it ethically/morally. E.g. What do we think about 11 or 12 year olds having sexual relationships?
   - You may wish to reinforce these messages using a question and answer format:
     - What age group does the two-year rule apply to?
     - Does the two-year rule apply to 16-year-olds in any way?
     - Is sexual contact allowed within families? If it happens, who is the more powerful or responsible person in the situation?
     - Do the laws apply in the same way to males and females?
     - Do the laws apply in the same way to different kinds of relationships (e.g. casual, long-term, heterosexual, homosexual)?
7. Remind students of the key message from the law of consent: **The law is there to protect people who may have less power in a relationship. The person who is older and/or with professional responsibility has to make sure they are not breaking these rules.**

OPTION

This could be a movement-based activity (e.g. 'move to one side of the room if your figure can have sexual contact with the figure on the board and to the other side if not').

Journal Entry

Session 5 journal questions

Finish the following stems with at least three lines for each stem:

I was surprised that I...

I learnt that others...

My legal responsibility is...

I could consent to have...

I could not...

Showing respect in a sexual relationship means I...

Barriers & enablers to consent in relationships

6

LEARNING OUTCOMES

Students identify the barriers and social pressures to consent and communication.

Students recognise the advantages of seeking consent.

Students recognise the gendered nature of sexual expectations and the impact these can have on communication.

Students practise active listening.

Students develop an understanding of how personal feelings and conflicts may affect our responses to other people's violence.

Students identify how they and others could respond in a range of gender- based violent situations.

ACTIVITIES

1 Doing consent
2 Communication rating
3 More than a bystander!

TIME REQUIRED

100 minutes

HANDOUTS

H9 *Zoe and Sam (from Session 4)*
H13 *Doing consent*
H14 *Doing consent – Teacher's copy*
H15 *Aggression rating*
H16 *More than a bystander! situation cards*

This session is designed to look at the pressures and difficulties of ensuring there is mutual free agreement in sexual relationships. It is one thing for young people to know they should communicate about their needs, wishes and desires, yet another for them to do this in an intimate situation that may involve an unequal distribution of power.

Following on from discussions about the laws of consent, in this session students explore their ideas about consent, free agreement and the strategies and practices that enable it to happen. In 2006, CASA house conducted a series of focus groups and interviews with students from three Victorian secondary schools as part of a longitudinal study evaluating the long term impact of the CASA House Sexual Assault Prevention Program in Secondary Schools. One of the key themes to arise from these discussions was fear as a barrier to communication in sexual situations with "a driving factor in sexual interactions [being] fear of judgement." [12] Therefore in this session, it is important that the focus of discussion for young men be on the importance of checking for consent.

The session aims to encourage young men to engage in respectful behaviour and therefore avoid sexual assault. For young women, the focus of the discussion is on expressing needs, wishes and the difficulty of expressing dissent in the face of violence.

1 Doing consent

GROUP: SMALL GROUP & WHOLE CLASS & SINGLE-SEX GROUP
TIME: 35 MINUTES

Preparation and materials

- Copies of **H9** *Zoe and Sam*
- Copies of the **H13** *Doing consent*
- Copies of **H14** *Doing consent – teacher's copy*

Background

As this activity is one that needs to be done in a single-sex environment, you will need to get another experienced teacher to work with you. The Student Welfare Coordinator or school nurse may be able to give you some assistance. If possible, having a trained male teacher to work with the

boys would be ideal. However, if you find you are unable to separate the girls and boys, you will need to ensure that they work in single-sex groupings within the classroom and you will have to modify the steps.

It is again important to remind students ahead of time that the focus of the session is on sexual assault, in case a student needs to withdraw.

Procedure

Please note there are slightly different versions of this activity for young women and young men.

For young women

Acknowledge that we've just learnt about the law of consent but that, in real life, it's a bit more complicated.

Explain that we're going to go back to the story of Sam and Zoe, from last week. Hand out copies of the story (***H9***) to help students remember it, and ask the group: Was there consent in that story? How do you know there wasn't?

Discuss as a group: What assumptions was Sam making (about himself, about Zoe)?

For example:

- Zoe communicating by dress or actions instead of words.
- Zoe wants sex and is comfortable.
- Women want men to take responsibility for sex.
- Men start sex, women stop it.
- Zoe would speak up if she wanted to.
- Sam has a right to get what he wants.
- Sam is more powerful and can get what he wants.
- Silence means consent.

Discuss as a group: Where do these ideas come from? Are they common? Do a lot of young men make these assumptions?

Give out ***H13 Doing consent***. Break students into pairs or small groups and explain they have 10 minutes to complete the first side of the handout, 'How does consent really work?' Circulate among the groups to ensure they are answering all the questions, especially Questions 1 and 2.

Call all groups back into a large group discussion. Ask groups to report back with their answers to the question 'How does consent really work?'

Question 1: What could Zoe have said to convey how she was feeling in that moment?

Question 2: What stopped Zoe from speaking up?

Question 3: What non-verbal signs was Zoe giving to say that she was uncomfortable?

For young men

Acknowledge that we've just learnt about the law of consent but that, in real life, it's a bit more complicated.

Explain that we're going to go back to the story of Sam and Zoe, from last week. Hand out copies of the story (***H9***) to help students remember it, and ask the group: Was there consent in that story? How do you know there wasn't?

Give out the ***H13 Doing consent*** handout. Break students into pairs and explain they have five minutes to complete the first side of the handout, 'How does consent really work?' Circulate among the pairs to ensure they are answering all the questions, especially Questions 3, 4 and 5.

Now ask the students to get into groups of four people by joining two sets of pairs. Explain that the groups now have 5 minutes to complete the other side of the handout, 'Checking for consent'.

Call all groups back into a large group discussion. Ask groups to report back with their answers to 'How does consent really work?'

Question 1: What could Zoe have said to convey how she was feeling in that moment?

Question 2: What stopped Zoe from speaking up?

Question 3:What non-verbal signs was Zoe giving to say that she was uncomfortable?

Skip question 4 and get feedback from small groups on Question 5. (We will come back to Question 4 later.)

Question 5: What stopped Sam from asking Zoe if she was comfortable?

Acknowledge that by asking Zoe if she is comfortable, Sam runs the risk of not getting 'sex' that night. However, we need to look at the consequences of his actions in a little more detail. Ask students to consider and contribute their answers to 'Checking for consent' while you discuss these questions and record answers on the whiteboard:

1. What are the risks/consequences of asking? (Column 1)
2. What are the risks/consequences of NOT asking? (Column 2)

Write 'What made it hard for Zoe to speak up?' on the white board and record their answers to Question 2 underneath it.

If the group is comfortable enough, you may want to ask them to add to the list by thinking about situations where they have not felt in control of the situation or where they wanted to speak up but couldn't.

Emphasise that Zoe had a whole range of fears and feelings that made it hard for her to tell Sam to stop, and this often happens to girls when boys get the wrong idea. That doesn't mean that what happened is the girl's fault.

Ask the group: What should Sam have done in this situation to make it easier for Zoe to speak up?

Discuss:

- What difference would it have made to this story if Sam had checked for consent?
- Would Zoe (or young women in general) feel comfortable expressing themselves in situations like this
- How could Sam have had a conversation with Zoe before the party about their relationship and their different expectations?
- Would it be better to communicate with your partner about sexual choices before 'that moment'? Would that be difficult? What would be the benefits?

REINFORCE THE SESSION'S KEY MESSAGES:

There are lots of reasons why it's hard to speak up in a situation like this.

Girls have a right to be asked if they are comfortable about having sex rather than being forced or just putting up with it.

By asking or checking, a guy is taking responsibility for consent and is also showing respect for his partner's choices and feelings.

3 What are the benefits of asking for consent? (Column 3)

Record their answers in three columns on the whiteboard (as per handout)

Discuss:

- What do you notice about the difference between the risks of asking and of not asking? (E.g. long-term vs. short-term, impact on himself/others, mates vs. girlfriend)
- How do the risks of asking compare with the benefits of asking?

Having agreed that asking for consent is a better thing to do, get feedback from small groups about what they wrote for Question 4:

Question 4: What could Sam have said/asked to check what was going on?

NB: Make sure the young men say their responses out loud and that you give positive feedback on each one.

Also discuss how Sam could have had a conversation with Zoe before the party about their relationship and their different expectations.

Discuss:

- How would it feel to ask your partner these kinds of questions?
- Would you be comfortable? Would it be better to communicate with your partner about sexual choices before 'that moment'?
- Would that be difficult? What would be the benefits?

REINFORCE THE SESSION'S KEY MESSAGES:

The reason we have had this discussion is because, even though asking someone whether they're comfortable or want sex can be very embarrassing and might mean sex doesn't happen that time, asking is incredibly important for preventing sexual assault.

We have also mentioned some words that can be used to ask these questions and seen how they can help avoid sexual assault...and potentially lead to much more enjoyable sex.

2 • Communication rating

GROUP: IN PAIRS & WHOLE CLASS
TIME: 35 MINUTES

Preparation and materials:

- Copies of **H15** ***Aggression rating***

Procedure

1 Give each student a copy of ***H15 Aggression rating***. Inform students that they have to rate each of the statements from 1 to 5:

1 = Definitely not my belief or action

2 = Not often my belief or action

3 = I sometimes think or act like this

4 = Typical of my belief or action

5 = Very typical of my belief or action

2 In pairs discuss your results:

- What sort of communicator are you?
- What conclusion can you draw about your level of aggression?

3 Write the three types of communication on the board. Ask students to indicate with a show of hands which rating they had the highest score for.

Discuss:

- Are there any differences on the basis on gender?
- What type of communication would facilitate respectful relationships? Why? Which group of students had the highest rating of assertive behaviour?
- What impact would aggression, confrontation and avoidance/withdrawal have on intimate relationships? Which group of students had these as their highest ratings?
- What can we do to improve the communication and make it more assertive rather than aggressive or submissive?
- Think back to Zoe and Sam. What communication style did Zoe and Sam use? What would have benefited them? Why?

4 Ask students what makes a good listener. Write these on the board. Ask the students to think about a person they know who is a good listener. Get them to call out the qualities they have noticed about people they know who are good listeners and write them on the board. They should include:

- Doesn't interrupt
- Good eye contact
- No fidgeting
- Makes sympathetic noises
- Shows interest.

5 Explain about self-listening.

Self-listening is when you think you are listening but all the time you are thinking about what you'd like to say, or what you think the other person should do. The chronic self-listener simply waits for the first pause in the other person's story and leaps in with a story of their own or with comments and advice about what the other person should do. Self-listening effectively stops one person from hearing what the other person is saying. It is extremely common.

6 Working in pairs, ask students to remember a time when they felt powerless. An example might be when an older brother or sister was giving them a hard time, or they were accused of something they didn't do and people didn't believe them when they told the truth. Perhaps they got into trouble at school and were unjustly punished. Remind students about the importance of ground rules to keep us safe. Each person has two minutes to describe the incident and share how they felt at the time. The other person must listen carefully without interrupting or making comments. When the two minutes are up, they swap.

7 Ask students to give each other feedback on their listening skills.

8 Discuss as a large group:

- Was it easy to be an active listener? If not, what prevented it and what can you do to improve?
- Think back to Zoe and Sam, who were introduced in Session 4. Were Zoe and Sam active listeners?
- What did Zoe and Sam need to do in this situation that could have helped to prevent the sexual assault?

3 More than a bystander!

GROUP: SMALL GROUP & WHOLE CLASS
TIME: 15 MINUTES

This activity is designed to get students to reflect on how they would react to a range of gender-based situations as a bystander. The activity requires students to explore their own feelings, values and attitudes and compare these to community attitudes. It also aims to assist students to identify what they think they could and couldn't do to assist in the situation.

Preparation and materials

- Cut out the cards from **H16** ***More than a bystander!***

Background

Introduce this activity by explaining that there is often conflict between our rational thoughts about violent situations and our feelings about them. This conflict can affect the way we respond.

Procedure

1. Divide students into groups of three or four. Either give each group a different situation card from ***H16 More than a bystander!*** or give each group the same set of cards. One person in each group is to read the card to the others, and students are to use the three questions to guide them in their discussion. For example:

   You're sitting with some friends at a shopping centre and a girl you know from school walks past. One of the boys says, 'Look at that slag, she wants it, and her skirt is so short you can see her arse'. Everyone laughs.

   I think: *I think that is sexual harassment.*

   I feel: *I feel embarrassed in this situation.*

   I do: *I tell them to shut up.*

2. As a class, go through each of the situation cards again, asking for general responses from the groups. Explore the responses by addressing the following questions with students:
   - How might each of their responses affect the person or people involved? What do you think the impact and outcome of the violence would be on all the people involved?
   - What might be going on inside the person who acts violently towards others, such as the boys in the third situation card?
   - Do people have a responsibility to get involved?
   - What risks are there in getting involved?
   - What advantages are there in getting involved?

3. Round off the discussion by stating the value of self-awareness – that is, being able to acknowledge and assess our thoughts and feelings and how these contribute to the way we react to others.[13]

4. As a class, discuss where people get messages about how to act (e.g. billboards, advertising, magazines, family, media). Ask students to think of examples of slogans or campaigns that encourage certain kinds of behaviour or choices (e.g. 'If you drink and drive, you're a bloody idiot', 'Speeding kills', 'Quit').

5. In small groups, come up with four or five slogans that could be used to encourage certain kinds of behaviour towards others or choices for respect in relationships, For example:
   - Intervene if they see violence.
   - Treat their partner with respect.
   - Show support for victims/friends.
   - Role model respectful behaviour.

6. If there is time, put the slogans together and discuss the following:
   - Who are these slogans directed at?
   - Are they intended to be used before or after violence occurs?
   - Who do they suggest is responsible for stopping violence and showing respect?

7. Ask students to complete their journal handout and hand it in.

Journal Entry

Session 6 journal questions

Finish the following stems with at least three lines for each stem:

I was surprised that I...

I learnt that others...

Doing consent means...

Being an active listener requires me...

As a bystander I feel I could...

As a bystander I feel I could not...

Showing respect in a sexual relationship means I...

The implications of gender-based violence

7

LEARNING OUTCOMES

Students identify changing community attitudes to violence.

Students compare their own attitudes to prevailing community attitudes.

Students identify strategies that can be used to assist and support victims and survivors of violence.

Students reflect on the impact and outcome of gender-based violence.

ACTIVITIES

1 Changing attitudes
2 What's the harm in it?
3 Stepping out against gender based violence

TIME REQUIRED

100 minutes

HANDOUTS

H17 *Have community attitudes to domestic violence changed?*
H18 *Harm cards*
H19 *Stepping out cards*
H20 *What can I do to help a friend (side 1 & 2)*

This session examines the implications of gender-based violence. It begins by looking at changing community attitudes and the impact of how violence is understood and responded to. It is hoped that by doing the activities, students will develop an understanding of the effect violence has on the lives of victims and survivors, and some strategies to take action.

1 Changing attitudes

GROUP: WHOLE CLASS
TIME: 20 MINUTES

Preparation and materials:

- 'Attitude cards'. Create a set of cards with the following positions:
  -Strongly agree
  -Agree
  -Disagree
  -Strongly disagree

(Note: you may already have the attitude cards if you created the continuum cards in Session 1 Unit 1, which included identical text)

- Copies of **H17** ***Have community attitudes to domestic violence changed?***
- Large enough space for students to move about
- **H19** ***Stepping out cards*** with situation scenarios photocopied onto them – one per participant
- A copy of the questions to ask students

Background

In 2010 the Federal Government released a report documenting community attitudes to violence against women[14] and comparing the results to a similar study conducted in 1995 by the Federal Office for the Status of Women (OSW). The 2010 study indicated some negative trends in the acceptance and lack of understanding of the nature of violence against women. The study highlighted the need to develop community campaigns and education to address the misinformation and understanding of the causes and consequences of gender-based violence. Activity 1: 'Changing attitudes' is designed to get students to compare their own attitudes to those of the community and examine the impact of attitudes to gender-based violence.

Procedure

1 Set up room with one of the attitude cards in each corner: Strongly agree, Agree, Disagree, Strongly disagree, and a large neutral space in the middle.

2 Inform students that you are going read out a statement and in response they have to go to the corner that best reflects their attitude.

3 Read out the first statement from the following list and ask students to move to the corner that reflects their attitude or understanding:

- Domestic violence includes preventing your partner from seeing family or friends.
- Domestic violence includes repeated criticism of a partner to make them feel bad or useless.
- Domestic violence includes slapping or pushing a partner to cause harm or fear.
- Violence against women is common in Australia.
- Violence against women is an issue of serious concern.
- Yelling abuse at a partner is serious.
- Forcing a partner to have sex is serious.
- Rape occurs because men cannot control their sex drive.
- Physical force can be justified when a current wife, partner or girlfriend argues or refuses to obey their partner.
- I would intervene if a family or close friend were a victim of domestic violence.

4 When they are all positioned, ask them to reflect on why they chose this position. Then ask them to turn to another student in the same corner and explain why they are in the corner.

5 Students then move into the middle of room and explain to a person from a different corner why they placed themselves in that corner.

6 Inform students that they are to move back to a corner following discussion. Tell students they are able to change corners following the discussion. If you notice students changing corners, ask for a few volunteers to say why they changed. If students remain in the same corners, ask for volunteers to say why they placed themselves there.

7 Using the information provided in the table on the next page, inform students of how these attitudes have changed (or not changed) over the last 14 years.

8 As a class discuss: Why have some attitudes changed while others have not?

9 As a class discuss: What are the effects of these attitudes on victims, perpetrators and the community as a whole? (See the 'Implications' column in the table on the next page.)

You can prompt discussion by asking the following questions:

- If people hold this attitude (give example), is violence likely to continue or to stop?
- What does this attitude say about who is responsible for violence?
- What does this attitude say about whether violence is acceptable or not?
- If people hold this attitude (give example), how likely are they to be able to have respectful relationships?

10 Alternatively, use the four attitudes highlighted on ***H17 Have community attitudes to domestic violence changed?*** and compare over the 20-year period. As a class discuss: Why have some attitudes changed while others have not?

11 Brainstorm the implications of these attitudes under the following headings: Victim/survivor, Perpetrator, Community.

Notes to guide discussion of attitudes[15]

Statement	In 1995 survey...	In 2009 survey...	Implications of this attitude
1 Domestic violence includes preventing your partner from seeing family or friends.	74% of Australians agreed with this statement	84% of Australians agreed with this statement	If this is counted as violence, then the behaviour will not be accepted/tolerated.
2 Domestic violence includes repeated criticism of a partner to make them feel bad or useless.	71% of Australians agreed with this statement	85% of Australians agreed with this statement	If this is counted as violence, then the behaviour will not be accepted/tolerated.
3 Domestic violence includes slapping or pushing a partner to cause harm or fear.	97% of Australians agreed with this statement	98% of Australians agreed with this statement	If this is counted as violence, then the behaviour will not be accepted/tolerated.
4 Violence against women is common in Australia.	(Was not included in 1995 survey)	About 65% of males and 85% of females agreed with this statement	If people recognise that violence is common, they may be more willing to do something about it.
5 Violence against women is an issue of serious concern.	(Was not included in 1995 survey)	About 95% of males and 98% of females agreed with this statement	If people recognise that violence is serious, they may be more willing to do something about it.
6 Yelling abuse at a partner is serious.	24% of Australians said that this is a very serious form of violence	30% of Australians said that this is a very serious form of violence	If this is recognised as serious, then the behaviour will not be accepted/tolerated.
7 Forcing a partner to have sex is serious.	77% of Australians said that this is a very serious form of violence	80% of Australians said that this is a very serious form of violence	If this is recognised as serious, this kind of behaviour will not be accepted/tolerated.
8 Rape occurs because men cannot control their sex drive.	(Was not included in 1995 survey)	38% of males and 30% of females agreed with this statement	If people believe that men can control themselves and recognise that rape occurs because of a misuse of power (rather than sexual urges), this kind of behaviour will not be accepted/ tolerated.
9 Physical force can be justified when a current wife, partner or girlfriend argues or refuses to obey their partner.	(Was not included in 1995 survey)	2% of Australians agreed with this statement	If people recognise that violence is never acceptable or excusable, it will not be tolerated.
10 I would intervene if a family or close friend was a victim of domestic violence.	(Was not included in 1995 survey)	94% of males and 95% of females agreed with this statement	If people are prepared to intervene to help victims, then violence will not continue.

2 What's the harm in it?

GROUP: WHOLE CLASS
TIME: 30 MINUTES

Preparation and materials:

- A set of **H18** ***Harm cards*** - one card for each student
- Large enough space for students to move about

Procedure

1. Make a set of 'Harm cards' using the ***H18*** handout so that you can give one to each student.
2. Set up a continuum from most harmful to least harmful. At one end of the room put a large sign saying 'Most harmful' and the other end put one saying 'Least harmful'.
3. Give each student a card with a form of violence written on it. Inform the students that their task is to organise the behaviours from most harmful to least harmful. Inform them that they have to form a line across the width of the room, from what the group decides is the most harmful to the least harmful. This means that people will have to talk to each other and agree as to where their cards are placed.
4. Once they have a line, ask them to put the card on the ground and move away.
5. Ask if there is any behaviour that anyone would want to change. Why? You might need to move a few cards around based on the discussion.
6. Discuss the questions listed below. It is important in this discussion that students get the idea that we need to consider the impact and outcome of violence as well as the violent act. Although there is a continuum of violence, it affects people in different ways. What one person might consider a not very harmful comment might be extremely offensive to another person. For instance, a behaviour such as being wolf-whistled at might make one woman react in a particular way (e.g. it might make her blush) but might not affect another. Can you think of any other examples?
   - Why do people have different views about how harmful behaviours are?
   - Is everyone affected by particular behaviours in the same way? Why? Why not?
   - What makes some behaviour more harmful than others? Why?

3 Stepping out against gender based violence[16]

GROUP: WHOLE CLASS
TIME: 30 MINUTES

Preparation and materials

- Copies of the **H19** ***Stepping out*** situation cards (one per student)
- A copy of the questions to ask students
- A large enough space to enable students to move around easily
- Copies of **H20** ***What can I do to help a friend***

Determine the number of students and make enough 'Stepping out' cards from the list provided. Ensure that one out of four scenarios depicts some form of empowerment, in other words that it shows young people whose lives have not been affected by violence or who have been able to overcome the impact of violence and find some positive aspects, such as the scenarios in cards 1 to 4. There are more scenarios than you will need, so select the number according to the number of students. It is important that two students have the same scenario to enable students to see the diversity in how the situations and questions are interpreted. You may even want to select fewer scenarios and have more people interpreting them.

Ensure that there is enough working space for easy movement. You will need to have a space such as a classroom in which the furniture has been moved. Do not attempt to do it in an open space that others can walk through.

As this activity involves some role play, it is important for teachers to familiarise themselves with briefing and debriefing techniques.

Background

This activity follows on from the previous activities. It enables students to move from acknowledging assumptions about gender-based violence and how they have developed to looking more closely at the implications of violence on the everyday lives of young people. Students will have the opportunity to experience someone else's situation and build an awareness of what it might be like to live with the fear, insecurity and restrictions that can result from violence. If students have not considered the impact and outcome of violence before this, it can be personally challenging. It is therefore crucial that a supportive classroom environment be developed and maintained.

Procedure

1 Inform students that the aim of this activity is to gain awareness of the impact and outcome of violence.

2 Ask students to clear a space in the centre of the room, and then form a line across the middle of the room, facing the teacher. The line should stretch across the width, not the length, of the room, as students will need space to move backwards and forwards. It doesn't matter if they are a bit squashed at the start, as they will soon spread out.

3 Explain to students that you will give them each a card with a scenario and that they are to imagine they are the person in the scenario. They are not to show their card to other students. Later in the activity the teacher will reveal that there has been a doubling up as several people have the same cards – this will provoke interesting discussions during debriefing.

4 Explain to students that you will ask a series of yes/no questions. Students will have to decide if they can answer yes or no in reference to their scenario. The students will not have all the information for each scenario, so they will have to make their response based on assumptions.

5 Ask students to shut their eyes and imagine the position of the person in their scenario. Then tell them to open their eyes and answer the questions listed below. Those who answer 'yes' can take a step forward. Those who answer 'no' must take a step back. Those who don't know stay put. Emphasise that the questions must be answered according to what is likely to really happen, not what they feel should happen.

- Do you feel good about yourself?
- Have you got a lot of confidence?
- Are you able to sleep well?
- Do you want to go to school?
- Could you talk about your needs and desires openly?
- Would you feel comfortable to tell people about your situation?
- Can you move about the community freely, without fear?
- Can you see your friends easily?
- Are your family likely to support and recognise your situation?
- Do you feel safe?
- Would your family treat you the same regardless of the situation?
- Will your friendships still be the same regardless of the situation?
- Are you able to achieve your potential at school?
- Can you go to school without harassment or without feeling unhappy?
- Would people who knew about your situation feel comfortable?
- Could you continue with your social activities in this situation?
- Could you easily find people who had the same situation?
- Can you be fairly confident you won't get put down or physically hurt by others?
- Could you talk to the leader of your club (e.g. community or cultural club, sporting club, church youth group), if you were having problems?
- Could your situation improve with help?
- Would you know where to go for help?

Debriefing

1 When all the questions have been asked, begin the debriefing process by asking those students closest to the front to reveal their character. Do the same with those students furthest to the back. Compare the outcome for other students who had been given the same scenario.

2 Ask students, one at a time and from the front to the back of the class, to reveal their character in their scenario. Ask them how they felt doing the activity. Did they feel they had any power? As there are a few copies of each card, debrief the same cards first and note where they are.

3 Ask students how they felt about the characters represented and seeing others move ahead of or behind them. Draw out differences for those that had the same scenario. It is important to manage the time for this exercise so that all questions are asked and all students can give their responses. It is essential to leave enough time to discuss this activity with the class. The following questions may be used to guide discussion:

- Why do you think we did this activity?
- Were the experiences the same for any two people?
- What did you learn from your participation in this activity?

4 Discuss where the people in these scenarios might go to for help. It is likely that young people will first turn to their friends for help, so it's important to think about how you might respond to a friend who has experienced gender-based violence.

5 Give out the ***H20 What can I do to help a friend*** handout and discuss:

- Why it is important to listen to and believe the person
- Whether there are any situations in which you might need to let someone know about your friend (i.e. where their safety is at risk)
- Who you might go to for help
- How you might feel about responding to a friend and what can you do to look after yourself.

Journal Entry

Session 7 journal questions

Finish the following stems with at least three lines for each stem:

I was surprised that I...

I learnt that others...

I felt that...

Someone who has experienced violence may...

I could help a friend by...

Learning respectful communication[17]

8

LEARNING OUTCOMES

Students identify what effective communication is.

Students identify the impact of differing forms of communication on relationships.

Students practise effective communication and negotiation.

ACTIVITIES

1 It all comes down to respectful negotiation

TIME REQUIRED

30 minutes

HANDOUTS

H21 *Negotiating our way through*

In this final session students explore how to build respectful relationships. It is designed to recap what we mean by a respectful relationship and why it is important. Much of the focus of this session is on communication skills in intimate relationships.

1 It all comes down to respectful negotiation

GROUP: WHOLE CLASS & IN PAIRS
TIME: 25 MINUTES

Preparation and materials:

- Post-it notes
- Large felt-tip pens
- Copies of **H21** ***Negotiating our way through*** for each student Alternatively, you can make a class set and laminate the handouts for future use.
- The 'Attitude cards' you created in Session 7, Activity 1

Procedure

1 Write on the blackboard, 'A respectful relationship is ...'. Then give each student a Post-it note and a pen and ask them to complete this statement on the note.

Ask them to make sure the writing is large enough to be read from the back of the room. Once completed, students stick the Post-it notes on the board.

2 As a class, discuss the key elements identified:

- What is similar in people's ideas and what is different?
- How do we ensure that respect is maintained in a sexual relationship?

Students will identify the importance of communication. If not, you will need to raise this as a key issue.

3 Ask students if they can recap on the communication skills we have been looking at in this and other sessions. They should include:

- affirming statements
- reading non-verbal communication
- active listening
- assertiveness.

4 Point out that it is one thing to learn these skills but that it is very different to put them into practice in intimate relationships. Ask students to brainstorm what can affect a person's ability to do this. Responses should include:

- power based on age, ability, gender, position and so on
- gendered expectations.

Even so, it is still important to develop negotiation skills to help with the sort of situation that, for example, Zoe and Sam found themselves in. Negotiating sexual needs and wants is possibly the most difficult area of social life for young people.

In Session 4, students, in a single-sex environment, examined the issues of consent and the types of things Zoe and Sam could have said and done. In this activity the issue is revisited as part of looking at whether negotiation can be used in this situation. This activity gives students an opportunity to work in mixed pairs in a role reversal.

5 On the board write the following:

Argue to win (aggressive)	Communicate (assertive)
Loud or angry voice tone	Calm voice
Interrupt/self-listen	Let the other person finish/listen
Insult/put-down/sarcasm	Respect and friendliness
Blaming, exaggeration	Careful, non-blaming language
Threatening body language	Open body language
Faking it if you aren't sure	Saying you don't know if you aren't sure
Changing the subject if you think you are losing	Sticking to each point till you've worked through it

6 Give the students ***H21 Negotiating our way through*** on negotiation skills and go through the six key components, giving examples of what they mean.

7 In mixed pairs, one person is A and the other is B. Tell them that they have to negotiate the following problem: *Both people want to go to the movies, but they want to go to see different films*. Give them five minutes to see if they can negotiate a solution using the six components.

8 As a whole class, ask students to state the solutions they came to, and discuss the difficulties they had in resolving the problem.

9 In the same pairs, students are now to role-play the negotiation between Sam and Zoe. The girl takes the role of Sam and the boy the role of Zoe. This gives students an opportunity to make the activity a bit less confronting and also enables them to draw on the gendered expectations and stereotypes explored in the unit.

10 As a whole class, ask students to state the solutions they came to, and discuss the difficulties they had in resolving the problem. Some points to add to the discussion include the following:

- What can prevent this negotiation from taking place?
- What strategies can we use to deal with it?

11 Finish the session by redoing the values continuum(s) activity carried out in Unit 1, Session 1 and Unit 2, Session 7 (Strongly agree; Agree; Disagree; Strongly disagree) Select about five statements from the following list.

This gives the students and the teacher an opportunity to see how understandings and attitudes have shifted. Following each statement, ask the students if their position has changed since doing the units:

- The most important ingredient in a relationship is trust.
- It is easier for boys to end a relationship than it is for girls.
- If a girl doesn't say she doesn't want sex then it is OK to try to have sex with her.
- Sexual assault only happens to girls.
- Physical violence is more harmful than emotional or sexual violence.
- The easiest way to end a relationship is with a text message or an email.
- It would be easy to tell someone if you had been sexually assaulted.
- I wouldn't know what do if someone I knew was in a violent and abusive relationship.
- Violence happens in same-sex relationships as well as heterosexual relationships.
- Hitting someone is more serious than not letting a partner see their family and friends.
- Domestic violence is a private family matter.
- Going through a partner's emails, text messages or diary is not domestic violence.
- There has been an increase in the number of people who think domestic violence is a crime.
- Fewer people think slapping and pushing caused serious harm and fear now than they did 10 years ago.
- Not letting a partner practise their religious or spiritual beliefs is a form of domestic violence.
- Domestic violence is a crime.
- Domestic violence can be excused if it results from people 'getting so angry they temporarily lose control'.
- Domestic violence can be excused if the violent person truly regrets it.
- Rape occurs because men cannot control their sex drive.
- Women going through custody battles often make up or exaggerate claims of domestic violence.
- Withholding money from a partner is a serious form of domestic violence.
- Men and women equally perpetrate domestic violence.

Journal Entry

Session 8 journal questions

Finish the following stems with at least three lines for each stem:

I was surprised that I...

I learnt that others...

I felt that...

Communication is all about...

Negotiating about sexual intimacy is...

Showing respect in a sexual relationship means I...

Assessment: Writing tasks

Using the information covered in the unit and additional research if necessary, students are required to develop a 500-word short story or newspaper article.

Think about and reflect on the following sources of information and concepts covered in the unit to give you ideas and aspects to include:

1. Journal reflections
2. Understanding about gender and power
3. Understandings about the nature of violence
4. The nature of consent
5. Legal information on consent
6. Bystander responsibilities
7. Community attitudes
8. Personal attitudes

OPTION 1
Write a short story: How Jack got his respect back!

OPTION 2
Write a newspaper article titled 'Mount Newport teenagers march for respectful relationships'.

Handouts

UNIT TWO

THIS DOCUMENT COMPRISES EACH OF THE HANDOUTS REFERRED TO IN UNIT TWO. PLEASE READ THE ACTIVITY INSTRUCTIONS CAREFULLY AND PRINT THE HANDOUTS ONE-SIDED WHERE REQUIRED.

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Personal qualities cards

H1

Cooperative	Committed
Sharing	Moody
Open	Patient
Quiet	Creative
Cool	Honest
Normal	Fit

Dependent	Ditzy
Stuck-up	Independent
Nosey	Communicative
Warm	Funny
Confident	Pretty
Caring	Self-assured
Strong	Loud

Happy	Emotional
Obnoxious	Confrontational
Fair	Decisive
Powerful	Scary
Cuddly	Sexy
Hot	Responsible
Reliable	Bossy

Inclusive	Passive
Thoughtful	Lovable
Cute	Muscular
Flexible	Handy
Beautiful	Assertive
Sensitive	

Personal qualities

H2

What personal qualities were you willing to swap? Why?

Was it easy to swap qualities? Why? Why not?

What couldn't you swap?

Was there a difference in the qualities valued by boys and girls?

Which qualities do you think are important in intimate relationships?

Which qualities can have a negative impact in intimate relationships?

What characteristics show respect in a relationship?

Group the qualities into two categories:

Qualities valued by boys	*Qualities valued by girls*

Guess what I'm saying!

H3

BORED Look away into space/yawn	**INTERESTED** Open-handed gestures/sitting on edge of seat/alert/eye contact
CONFIDENT Look alert/stand up straight/ hands in pockets with thumbs out/ direct eye contact	**NOT INTERESTED** Turning away/no eye contact/ distracted/looking away
SUSPICIOUS Arms crossed/button coat/ drawn back/look sideways/touching or rubbing nose	**ANGRY** Hold breath/tight lips/ aggressive hand movements – pointing/bossy/stiff
NERVOUS Clear throat/whistle nervously/ fidget/wring hands/don't look at other person/legs crossed	**PLEASED** Smile/open gestures/ relaxed body/eye contact
FRUSTRATED Short breaths/clenched fist/ rubbing hand through hair/ tightly clenched hands	

One-liners

H4

A good relationship makes me feel...

The most important thing in a relationship for me is...

The thing that most annoys me about the opposite/same sex (depending on your sexual orientation) is...

A bad relationship makes me feel...

Having a girl/boyfriend is/is not important because...

If I end a relationship, I...

If I get dumped, I...

Character cards

H5

STEPHEN

Stephan is 16 and currently completing Year 10 at a Christian school in a large regional city. He is a committed Christian and believes that sex is special and should happen in the context of marriage.

He would only go out with a girl who had the same values and beliefs about marriage.

He tries to avoid situations where he might be tempted to do anything other than kissing.

He thinks he might get married young so that he can have sex.

He believes that sex education should teach males to protect and look after women.

He believes sex education should teach females to respect themselves.

'I guess when you get to that stage where you're thinking seriously about marriage with a partner, or a girlfriend, well… you're more likely to share the same values, the same beliefs as your partner, so you both respect that you both want to wait until you're married.'

'…Teaching women self-respect as well would be a good start, and teaching men to respect themselves as well. I think, I guess it's more of a values thing, but it's important that young people are able to respect themselves and each other.'

Your character needs to talk to the other young people about how he feels about these issues and what has influenced him to reach the point of view that feels right for him. He will talk about his religion and his feelings about males and females. He will talk about the importance of having a partner who has the same beliefs. Refer to the quote for some help.

MARIE

Marie is 15, lives in the city and attends a government girls' high school. She has had one boyfriend but has not had sexual intercourse, although she has engaged in other sexual activities. Marie's family are Maltese and they believe sex should occur within marriage.

She wants to have sex before she is married but is not ready yet.

Her parents have taught her what is right and wrong but she feels they are old-fashioned.

She believes Australia is different from Malta and gets frustrated by her parents' old-fashioned beliefs.

Marie thinks you need to be in a relationship before you have sex so that you can get to know your partner.

She believes it is important that you can trust the person you have sex with.

'Um, I think it also depends on where you're coming from, like what your upbringing was like and like, I said I've always come from a place where morals were very clear and I knew exactly what was right and wrong. I changed them to suit myself as my parents grew up in a different generation in Malta. Australia is different.'

Your character needs to talk about how she feels about her parents' beliefs and how these have influenced her and what she believes. Your character will talk about how she has reached the point of view that is right for her, including the importance of getting to know a person first and being able to trust each other. Refer to the quote for some help.

KELLY

Kelly is 14, in Year 9 and is very interested in girls. She is not sure but thinks she might be a lesbian. She has had one relationship with a girl but she has also been attracted to boys. Her parents are Catholic, and when she told her parents she thought she might be a lesbian they were unhappy as this is against their religious views. But they are very loving and try to understand.

She is confident.

She really likes a girl at her dancing school but knows she would never say or do anything.

She finds it hard to say what she wants in a relationship. She is not very good at communicating what she would like in a relationship.

In her last relationship she could say what she didn't want to do sexually but she finds it too hard to say what she would like to do sexually.

She believes that she could hurt someone's feelings by telling them she didn't like what they were doing.

'I think I'm a lesbian but I'm not sure because I have also been attracted to a boy. I guess this gives me more options than most. Being gay, straight or bi doesn't really bother me – what I find hard is expressing my romantic and sexual likes. Don't get me wrong, I can say no to sex but I cannot ask for what I would like in a relationship.'

Your character is a bit confused about how to make things better. She needs to talk confidently about not being sure who she is attracted to or rather being attracted to both girls and boys. She is aware that she is able to negotiate to say no to sex, but she in unclear why she can't find her voice to ask for what she wants and needs to talk about this. Refer to the quote for some help.

GRACE

Grace is 16 and in Year 10. She has had four boyfriends and has been sexually active since she was 13. The boy was 15 at the time, and although she was willing to have sex, she feels he took advantage of her. This has influenced her beliefs about sex.

She believes that relationships should be equal.

She is comfortable with herself and her decision to be sexually active; she thinks that it is nobody else's business but her own.

She is able to talk about relationships and negotiate for what both partners want.

She is very committed to talking and not just relying on non-verbal communication in sexual encounters.

'I like people who you can be in a relationship with and talk and be honest. You should have the right to say what you want and how you feel, you know, and not let them sort of decide what they want and then just go from there, like you know there has to be sort of an equal companionship sort of thing, you need to both speak, not just one. Especially if they want to do things like what they've seen or heard about and it doesn't feel good to you. They just can't assume you are into it. You need to talk about it together and only do what you really want.'

Your character is arguing that sex is a joint responsibility. She is stating the importance of verbal communication between partners. She feels that both people's needs have to be considered, not just one partner's. She is comfortable that she has been sexually active from a young age, as she feels it is no one else's business if she likes sex. Refer to the information in the quote to help you.

JESSE

Jesse is 18 and an apprentice carpenter. He lives in a country town and has been captain of the football team for the past three years.

Like many of his friends, Jesse has watched quite a bit of pornography and learnt sex from what he has seen in it. He has had five sexual partners, including casual sex and sex with two of his girlfriends.

He talks about how you pick up someone for casual sex and how there is very little direct communication about what is going to happen.

'*I don't think it's even talked about at that stage, it's more like maybe standing outside the pub or the footy club, or unless something's happened inside the pub, you know, the dance floor and start dancing with a girl and then it starts there, unless that's happened it's more like you've left the pub and you're out in the taxi rank or buying a pie to munch on or something and they'll come and say, or you'll go to them and say you know, where are you going now, what's going on? Um…and if you happened to end up in a taxi together and end up in the same place it goes from there. Once again I don't know if there's too much communication involved, well there might be communication but not about what's actually going to happen.*'

Your character needs to describe this typical situation and use the example above. You need to stress the line that there is very little verbal communication about what is going to happen – this is just the way it is. You might be asked how you know they are willing to have sex. Your response needs to include comments such as: 'Well, she came home with me, didn't she? Talking about it would kill the mood and anyway, there isn't any need; we both know why she came home with me!'. Refer to the information in the quote to help you.

MEGAN

Megan is 17, lives in the city and works in a local cafe. She has had 15 sexual partners and describes herself as bisexual. She has had casual sex and some short-term partners, including two women.

She rarely practises safe sex. She forgets to protect herself because she is often drunk when she has sex.

'*I'm really bad with that, like you know as much as you know or what you learnt in high school. You know, um, safe sex, use condoms and all the precautions and AIDS and all that, and sometimes well when you're drunk you just don't really think about it. I've scared myself many times like I've probably had three pregnancy scares cause I wasn't careful but in the end luckily I wasn't pregnant. I try and be careful like maybe what I learnt hasn't really fully absorbed, it isn't until something bad happens that I actually fully learn from it and yeah it hasn't really happened.*'

Your character is aware of the risks but rarely does anything to protect herself or her partners. You need to play this up during the role play and just laugh off questions that suggest she is not being wise: 'I just go with the flow and anyway it really is about pleasing them, not me. You just want to know they like you'. Refer to the information in the quote to help you.

REECE

Reece is 16 and lives in the city. He is in Year 11 but also has a traineeship with a Victorian footy club.

He has had sex with three girls as part of relationships, except for one casual hook-up. He describes himself as a quiet kind of guy and says his parents taught him the difference between right and wrong.

He is involved in an ongoing relationship that is 'getting serious'.

He doesn't think it is right to be violent towards a woman.

'I could never really see myself being aggressive or really hurting a female or whoever so yeah, it's just me personally, 'cause I'd rather have the pleasure of fun, loving sex or whatever than the aggressive and, you know, hitting a girl around. 'Cause like I said to my girlfriend now, I said there's no way I'd ever do it to you, I just couldn't bring myself to raise my hand and, you know, whack you over the head or whatever, there's no way I could do it, so and she said "Oh, well", then she said "Thank you, I trust you on that".'

This carries over into his sexual relationship, where he makes sure he isn't pressuring his partners.

Reece is quietly spoken but has clear views on non-violence towards female partners, the need to check out what his partner wants to do sexually and if she feels OK. He is very strong and firm in his belief that this approach is important. Refer to the information in the quote to help you.

JAYDEN

Jayden is 15 and still at high school. She currently has her first boyfriend. They have been going out for the past three months but have not had sex, although they have fooled around a bit. She feels she is not emotionally ready to have sex yet. Her mum is really open about sex and has encouraged her to make her own decisions about sex. She feels this has encouraged her to be open with her boyfriend and realise she doesn't have to rush it.

She is confident and assertive.

She believes that sex is a normal part of a relationship with someone you really care about.

She finds it difficult to understand how a few of her friends can have oral sex with someone they meet for the first time.

She doesn't want to have sex when she is drunk as a few of her friends have done and regretted.

She spends a lot of her time talking with and helping her friends to deal with these issues after they happen.

'I could never really see myself just hooking up with someone I just met. I think some of my friends have sex even though they don't want to. They think boys will like them more if they put out but they just get called sluts and boys use them. One of my friends says she doesn't even like sex but she is usually drunk and just does it. I think its gross. I have more self-respect than that.'

Your character is to talk about the impact of her mother's open attitude to sex and her friend's behaviour on how she feels about sex and relationships. Refer to the information in the quote to help you.

Different perspectives

H6

STEPHAN Views expressed: Important issues:	**MARIE** Views expressed: Important issues:
KELLY Views expressed: Important issues:	**GRACE** Views expressed: Important issues:
JESSE Views expressed: Important issues:	**MEGAN** Views expressed: Important issues:
REECE Views expressed: Important issues:	**JAYDEN** Views expressed: Important issues:

Stories of power

H7

Jennie's story

Jennie had been married for a number of years when she noticed her husband's bad temper gradually becoming worse and his controlling behaviour intensifying. 'From the outside, we had a wonderful lifestyle – a big house, swimming pool and tennis court. But nobody knew what our relationship was really like,' says Jennie. 'He'd get very angry over the smallest things and take days to calm down.'

'Apart from physically assaulting me, he was also verbally, emotionally, financially and physically abusive. He became paranoid about me speaking to other people and even asked me to choose between him and my family. I became very careful about everything I did. It was like walking on eggshells trying to predict what would make him snap. Looking back, I realise it didn't matter what I did, nothing would have been good enough.' Jennie's husband became more controlling after the birth of each of their children. 'I had low self-confidence and post-natal depression from dealing with his behaviour,' Jennie says. 'When he tried to kill me one night with my one-week-old baby in my arms, I knew we had to leave. I didn't want my daughter growing up in that environment. So, in the middle of the night, I took my children and stayed with a friend. We stayed with my parents while he continued to live in the house. He emptied our bank account, so all we had left were the clothes we had with us.' Jennie says it's been difficult to start again and get back on her feet.

'There's been a lot of stress associated with the costs of part-time work, childcare, the court system and raising my children. He also made it harder for me by telling lies about me to the authorities,' she says. 'Despite everything, I made the right decision in leaving the relationship because I was living in fear. I don't have to be scared anymore.'

http://www.familyviolence.vic.gov.au/Assets/123/1/Jennie-sstory.pdf

Sarah's story

Late on a Friday afternoon, a small, thin man drove a young woman up to the lookout point in the Dandenongs overlooking Melbourne. There are usually a lot of people at the lookout point: tourists, bushwalkers, and locals showing their friends the sights. Today there were fewer people than usual, probably because it was close to dinnertime. The man, small as he was, overpowered the healthy, strong young woman. He raped her. That is, he made her have sexual intercourse with him despite her protests, despite the fact that she told him she wasn't on the pill, that she had her period (not true), and that she felt nothing for him. She cowered against the door and cried. She was very, very scared. He carried on and raped her anyway. In the car, with some people quite close by.

She'd worked for him for three months and known him before she got the job. He was supervisor of a local skills training program in which she was employed. On this afternoon, he had told Sarah and her workmates that he'd give them a lift home. After dropping off the others, he said he'd show her the view from the Dandenongs. She didn't want to go, but she didn't want to be rude. She didn't tell anyone what had happened. She tried to leave the job as soon as possible. She knew if she stayed it would happen again.

Sarah worked in a nursery and spent a lot of time digging and lifting. She was physically strong and good at netball and soccer. Sarah's boss was a weedy little guy. The girls all thought he was a bit of a creep. He was always trying to show them who was boss.

Whangarei Rape Crisis Centre and Liggins, S. & Bagnall, C. (1990), *Standing Strong Teacher's Manual*, modified and adapted by the Victorian Ministry of Education, p. 2.

Mindy's story

Mindy has been going out with Rafel for one month when he asks her to send him a sexual image. He says he will keep it to himself but he would love to be able to have a sexy picture of her to look at. Mindy doesn't like this idea and tells Rafel she doesn't want to, but he is persistent, asking her often and saying how much it would mean to him. He tells her other girls he has been out with do it and it's no big deal. He suggests if she loves him she wouldn't hesitate and would see it as a compliment.

Mindy really loves Rafel and thinks 'What harm could it do?'. She sends the image. The next day at school people seem to be staring and laughing at her. When she looks at her Facebook page she finds the image she sent Rafel has been posted to a public site that anyone in the school can access. The assistant principal calls her into his office and informs her she is being suspended for distributing pornographic images.

Ollis, D., Harrison, L. & Maharaj, C. (2013), *Sexual Education Matters*, Deakin University, Geelong.

Types of power

H8

Personal power is the power a person feels when they make decisions and choices to take or not to take action. Examples from the case studies:

- Jennie chose to leave her violent relationship.
- Sarah felt she didn't have the power to say no to going for a drive with her boss.
- Mindy felt she had to send Rafel a sexual image.

Social power refers to the power dynamics that happen in the day-to-day relations between people in social situations. This power can be derived from things such as educational background, positions of authority, status, financial resources, gender, sexual orientation, race and so on. Examples from the case studies:

- Jennie's husband making her choose between him and her family relationships
- Sarah's boss always trying to show the girls who is boss
- The right as a male that Rafel felt he had in posting a picture of Mindy

Institutional/structural power is something that is hard to see as it is part of everyday life and forms part of practices and meanings of institutions, such as the law, marriage, language and family. Institutional power can also be expressed by active discrimination, omission and silence. Examples from the case studies:

- Jennie hiding the violence because that is not what happens in happy families
- Mindy being suspended because she sent the image, even though Rafel posted it online.

Zoe & Sam

H9

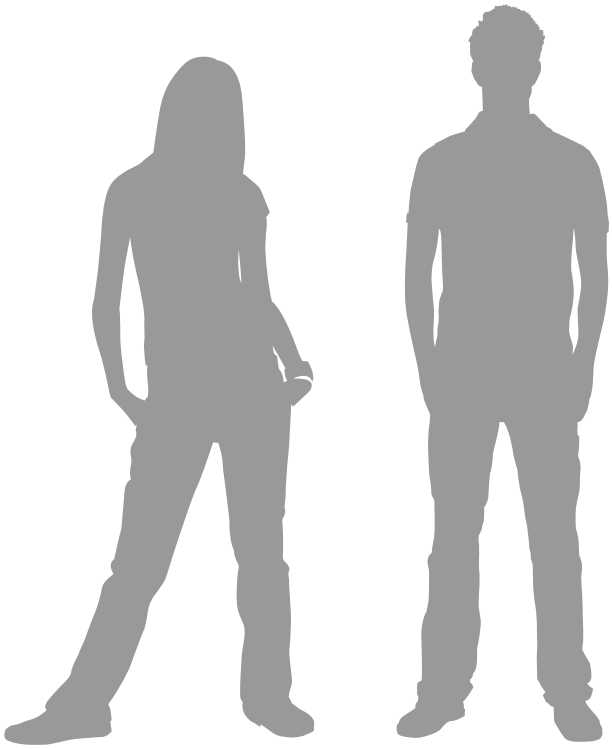
ONE STORY: TWO EXPERIENCES

Zoe, age 16

'I'll never forget that night as long as I live. Sam and I had been going out for a while and he had always acted like a really sweet guy — well, we had done some kissing and fooling around but he never gave me any reason not to trust him. The night of the party I wore this gorgeous dress that I borrowed from my sister. It was a bit showier than the clothes I normally wear but I thought it was very flattering. At the party I had some beer and it made me really tired so I wanted to lie down. Maybe I shouldn't have suggested we both lie down together but it felt weird to just go upstairs by myself and leave Sam all alone. The next thing I know he's all over me, forcing me to have sex with him. It was horrible. I didn't want to scream and make a fool of myself with all those other people in the next room. I tried to fight him off but he was too strong. Needless to say, I never want to see Sam again. He seemed like such a nice guy. What happened?'

Sam, age 17

'I still don't understand what happened. Zoe and I had been seeing each other for about two months and although we hadn't slept together yet, I had made it pretty clear that I was very attracted to her and eventually expected to have sex with her. We were supposed to go to a party and when she showed up in this sexy low-cut dress I thought maybe it was her way of saying she was ready. At the party we drank some beer, which made her sort of sleepy and sensual. When she said she wanted to go lie down and wanted me to come and snuggle with her, what was I supposed to think? Of course I thought she wanted to have sex. She did grumble a bit when I started to undress her but I just thought she wanted to be persuaded. Lots of women feel a bit funny about being forward and they want men to take responsibility for sex. I don't know. We had sex and it was fine. I took her home from the party and I thought everything was okay. But ever since then she refuses to talk to me or go out with me. I thought she really liked me. What happened?'



Consent & the law

H10

ARE YOU OLD ENOUGH?

The law says if you are:

Under 12

No one can have sex with you or touch you sexually or perform a sexual act in front of you.

12 to 15

Only a person who is within **TWO calendar years** of your age can have sex with you or touch you sexually. Even if you both want to do it, it is illegal if there is more than a 24 month age gap between you.

No one who is **caring for you** or supervising you (e.g. a teacher, youth worker, doctor, sports coach, foster carer) can have sex with you or touch you sexually, even if you agree.

16 or 17

No one who is **caring for you** or supervising you (e.g. a teacher, youth worker, doctor, sports coach, foster carer) can have sex with you or touch you sexually, even if you agree.

18 and over

If there is consent, you can legally have sexual contact with anyone over the age of 16 that is **not a close family member** or **you are caring for or supervising**.

Certain professions (doctors, teachers etc.) have **codes of conduct** that do not allow any sexual contact with patients/students etc. even if they are over 18.

For further information about age and consent, see:

- Victorian Legal Aid, 'Am I old enough?', http://www.legalaid.vic.gov.au/sites/www.legalaid.vic.gov.au/files/vla-resource-am-i-old-enough.pdf, pp. 35-41.
- Australian Institute of Family Studies website http://www.aifs.gov.au/cfca/pubs/factsheets/a142090/
- Lawstuff Australia http://www.lawstuff.org.au/vic_law/topics/sex
- Youth Law http://youthlaw.asn.au/resources/other-useful-information-and-websites/

WHAT YOU NEED TO KNOW ABOUT CONSENT

There are three things a person must be before they can give consent:

The right age: They must be old enough to make sexual decisions.

Sober: If someone is drunk, stoned or out of it, their ability to make decisions is impaired, so they're not really able to give consent.

Mentally and physically able: A person has to have the mental ability to make decisions and the physical ability to communicate their desires.

WHY DO PEOPLE AGREE TO HAVE SEX IF THEY DON'T REALLY WANT TO?

The law says CONSENT = FREE AGREEMENT.

The law says it's not really 'free agreement' if:

1. They say yes because of force, fear or fraud.
2. They say yes because of the fear of harm of any type for themselves or someone else.
3. They say yes because of being unlawfully detained.
4. They are asleep, unconscious or so affected by alcohol or another drug that they are incapable of freely consenting.
5. They are incapable of understanding the sexual nature of the act.
6. They are mistaken about the sexual nature of the act and the identity of the person.
7. They are mistaken in the belief that the act is for medical and or hygienic purposes.

Free agreement?

H11

Kate is 15 and been going out with Bjorn, who is 17, for the past six months. Last week she went over to Bjorn's for dinner with his family. After dinner they went to Bjorn's room to watch TV as they generally do. Bjorn locked the door and told Kate he had something special he wanted her to watch. He put on a porn video. Kate was really upset and said she didn't want to watch it. Bourn responded by saying don't be a sook, it's only a DVD.

Michael is 25 and Liam is 17 and they have sort of been seeing each other for four months. Michael is openly gay but nobody knows Liam is gay. Liam has been intimate with Michael but they have not had sex, as Liam doesn't feel ready. Michael told Liam if he doesn't have sex he will tell everyone he is gay. Liam is so scared that his family will find out and reject him that he has sex with Michael.

Grace and her friends Kelsey and Keisha are all 16. Last weekend they went to James's 18th birthday party. Grace and James really like each other and are sort of going out; they haven't had sex yet but Grace is pretty keen. Grace ended up drinking too much and passed out. Her friends put her to sleep in James's little sister's bed. When Kelsey and Keisha went to get Grace to go home, James was having sex with her and Grace was asleep.

Vincent has been going out with Sally for about six months. Sally really loves Vincent but hasn't felt ready to have sex. Last weekend Vincent told Sally if she didn't have sex with him he wouldn't go out with her. Sally was so scared of losing Vincent that she had sex when she didn't want to.

Sam is 21. Last week he was at a nightclub in the city and he hooked up with a really gorgeous girl named Mali. They had sex and Sam was very keen to see her again. The next day he found out Mali was 15 years old and goes to school with his 15-year-old sister.

Chloe is 15 and has just started work at a local café. She met Harriet at the café who is 19 and really likes her. Harriet has started picking her up from school and hanging out all the time. Chloe has started having a sexual relationship with Harriet and is very happy.

Consent cards

H12

13 YEARS OLD	14 YEARS OLD
15 YEARS OLD	16 YEARS OLD
17 YEARS OLD	18 YEARS OLD
19 YEARS OLD	20 YEARS OLD
21 YEARS OLD	STEPBROTHER

BROTHER	STEPFATHER
BASKETBALL COACH	SAME-AGE BOYFRIEND
SAME-AGE GIRLFRIEND	DOCTOR
SISTER	PARENT
MUM'S BOYFRIEND	

H12 CONSENT CARDS

Doing consent

H13

HOW DOES 'CONSENT' REALLY WORK?

Question 1: In that moment in the story, what could Zoe have said to Sam to express what she's thinking and feeling and to make him stop?

Write down some things Zoe could have said.

Question 2: What would have stopped Zoe from speaking up?

Write down what gets in the way of Zoe expressing herself (e.g. her feelings, what's going on around her).

Question 3: What non-verbal signs was Zoe giving to say she was uncomfortable?

Write down the ways Zoe showed she was uncomfortable without using words.

Question 4: What could Sam have said to Zoe to check what was going on with her?

Write down some things Sam could have said or questions he could have asked Zoe.

Question 5: What makes it difficult for Sam to say these things?

Write down what stops Sam from speaking up.

CHECKING FOR CONSENT

Think about Sam and Zoe's story and write your ideas in each box.

Think about what each person could gain or lose if Sam had checked for consent.

Risks of... ***Asking* for consent**	**Risks of...** ***Not asking* for consent**	**Benefits of...** ***Asking* for consent**

Doing consent – Teacher's copy

H14

HOW DOES 'CONSENT' REALLY WORK?

Question 1: In that moment in the story, what could Zoe have said to Sam to express what she's thinking and feeling and to make him stop?

Write down some things Zoe could have said.

Stop it.
Get off me.
*F*** Off!*
You've got the wrong idea.
Not now.
I've got my period.

Question 2: What would have stopped Zoe from speaking up?

Write down what gets in the way of Zoe expressing herself (e.g. her feelings, what's going on around her).

Scared
Embarrassed
A bit drunk
Afraid of what he would do
Lots of people in the next room
Didn't want to look stupid
Didn't want to hurt his feelings
Shocked or panicking
Confused

Question 3: What non-verbal signs was Zoe giving to say she was uncomfortable?

Write down the ways Zoe showed she was uncomfortable without using words.

Tried to fight him off
Grumbled
Stopped speaking
Body language
Facial expression
Didn't take her own clothes off

Question 4: What could Sam have said to Zoe to check what was going on with her?

Write down some things Sam could have said or questions he could have asked Zoe.

Is this what you want?
What's wrong?
Do you want me to stop?
How are you feeling?
Do you like this?
Are you enjoying this?
Are you comfortable?
Is this OK?
Are you OK?

Question 5: What makes it difficult for Sam to say these things?

Write down what stops Sam from speaking up.

Didn't care about her feelings
Wanted sex
Wanted control of the situation
Assumed she wanted sex too
Horny/aroused
A bit drunk
Embarrassed
Didn't know what to say

CHECKING FOR CONSENT

Think about Sam and Zoe's story and write your ideas in each box.
Think about what each person could gain or lose if Sam had checked for consent.

Risks of... *Asking* for consent	Risks of... *Not asking* for consent	Benefits of... *Asking* for consent
Rejection	*Sexual assault/rape*	*Helps avoid/prevent sexual assault*
Embarrassing	*Breaking the law*	*Improves communication and understanding*
Makes it awkward	*Jail and other consequences*	*No painful consequences for Zoe*
Friends tease him	*Relationship ended*	*Shows respect*
She might say no	*Lose Zoe's trust*	*Avoid getting charged/going to jail*
Might lose control of situation	*Bad reputation*	*Avoid getting a bad reputation*
No sex that night	*Impact on Zoe*	*Makes sure they're both into it*
	Sex is not very enjoyable because Zoe is not into it	*Leads to better sex in future when both people are into it*

Aggression rating

H15

Rate each of the statements below with a number from 1–5.

1. If somebody hits me, it's fair enough to hit that person back.....
2. The majority isn't always right.....
3. If you listen to me, I'll listen to you .....
4. Anything goes – it's dog eat dog in this world .....
5. Don't rock the boat.....
6. People who can't back up their opinions aren't worth listening to.....
7. Nothing's so important that you should fight for it .....
8. Always say what you really think .....
9. Don't be nosey where it doesn't concern you.....
10. The strongest arguments carry most weight.....
11. You have to stand up for your rights.....
12. Angry words take a long time to sort out .....
13. The advantage always lies with the person who gets in first .....
14. You have to yell if you want to be heard.....
15. A quick pair of heels will keep you out of trouble better than a strong pair of fists.....
16. In a violent world, only the violent will survive .....
17. Pour oil on troubled waters .....
18. I'll give in a bit if you give in a bit .....

1 Definitely not my belief or action

2 Not often my belief or action

3 I sometimes think or act like this

4 Typical of my belief or action

5 Very typical of the way I believe and act

These questions provide examples of the three basic strategies used in dealing with conflict.

A. Aggression/Confrontation *(quite violent)*		B. Negotiation/Compromise *(assertive, involved)*		C. Avoidance/Withdrawal *(submissive)*	
1		2		5	
4		3		7	
6		8		9	
13		10		12	
14		11		15	
16		18		17	
TOTAL		TOTAL		TOTAL	

High in any strategy is 30, low is 6. What conclusions can you draw about your level of aggression?

More than a bystander!

H16

You come from a large family. Your best friend is one of your cousins and over the years you have spent a lot of time with him and his family. If their family goes on a holiday then you go too, and if your family goes on a holiday your cousin comes. Over the last year, every time you stay at your cousin's house or go somewhere with the family, your uncle is very nasty to your aunt. You hear him yelling at her all the time and you have overheard him swearing at her, telling her she is a 'useless bitch'. You were sure you heard your aunt crying last time you went. You have never been scared of your uncle, in fact you have always had a great time going to the footy with him, but the last time you were there he said to you that he hoped you understood that what goes on in their house is the family's business and nobody else's.

What are you thinking?
What are you feeling?
What would you do?

Katie, a very good friend, has been very unhappy lately and missing a lot of school. She used to be the happy one, captain of the netball team and everyone's friend. She is so quiet lately and she never wants to go out anymore. You walk home with her after netball training and she tells you that her boyfriend has been hitting her.

What are you thinking?
What are you feeling?
What would you do?

A group of Year 10 boys at your school have started waiting outside the Year 9 locker area and harassing Cal, a kid in your Year 9 drama class. Cal seems really cool to you and ignores the comments. However, yesterday as you were leaving drama, two of the boys were laughing and asking him how his boyfriend was. Cal seemed a bit upset.

What are you thinking?
What are you feeling?
What would you do?

You are out at the movies with friends. Two of the friends, Bella and Lewis, are going out and they seem really happy. But on this occasion Lewis puts Bella down in front of everyone, basically saying she is stupid because she didn't understand a part in the movie. Even though you often joke with each other and make fun of weaknesses, you can tell this is a different story and Bella is upset and humiliated.

What are you thinking?
What are you feeling?
What would you do?

Jack and several of his friends were invited to their friend Steve's house for the afternoon on Saturday. Not long after he arrived Jack noticed that Steve was putting on a pornographic DVD. Most of the other boys there laughed and cheered and the girls went quiet as he put it on and settled in to watch it. Jack, didn't find it funny and said he was leaving because it was not how he wanted to get off. Steve says to Jack, 'Go then, are you some sort of poof?'

What are you thinking?
What are you feeling?
What would you do?

Your friend Kym-lee tells you that her boyfriend wants her to send him a picture of her naked breasts. He says he will keep it to himself but he would love to be able to have a sexy picture of her to look at. She says she doesn't really like this idea and doesn't want to but he persists, asking her all the time and saying how much it would mean to him. He tells her other girls do it and it's no big deal. He suggests if she loved him she wouldn't hesitate and would see it as a compliment.

What are you thinking?
What are you feeling?
What would you do?

Have community attitudes changed?

H17

QUESTION. HAVE COMMUNITY ATTITUDES TO DOMESTIC VIOLENCE CHANGED?

Two studies into community attitudes about domestic violence were commissioned by the Office of the Status of Women (OSW) – one in 1987 and one in 1995.

What do you think the results to the questions below were?

A In 1987, what percentage of respondents believed that domestic violence is a private matter to be handled in the family?

B In 1995, what percentage of respondents believed that domestic violence is a private matter to be handled in the family?

C In 1987, what percentage of respondents considered domestic violence to be a criminal offence?

D In 1995, what percentage of respondents considered domestic violence to be a criminal offence?

The answers, upside down at the bottom, show that attitudes are changing, BUT the study reported that the community also admits to not wanting to get involved. The 1995 OSW study concluded that:

> *While there is greater community understanding of domestic violence in 1995, this has not yet been translated into improved community responses both at a personal and wider community level.*

So, what can you do? Campaigns my help change attitudes, but what about personal and social change?

A 33% (less than one in five)
B 18% (one-third)
C 79% (eight in ten)
D 93% (more than nine in ten)

Some of the reasons given to the survey for not wanting to get involved in domestic violence situations:

'You've got to deal with the husband and he might not like you ringing the police or whatever. And I think that's why you wouldn't want to get involved' (woman)

'What I might class as abuse someone else might accept as being OK' (woman)

'I think I'd be terribly worried about making a mistake' (woman)

'I wouldn't want to get involved if I thought it was personal - just between them two' (woman)

CAMPAIGNS TO CHANGE COMMUNITY ATTITUDES

1987–1990 National Domestic Violence Education included in the 'Break the Silence' advertising campaign and a range of events aimed at raising awareness in the community about domestic violence.

1990–1993 National Committee on Violence Against Women (NCVAW) reflected a broader agenda of addressing all forms of violence which women experience, not just domestic violence The National Strategy on Violence Against Women was published in 1992.

1992–1995 Community education program 'Stop Violence Against Women' included the 'Real Men don't Bash or Rape Women' and 'Read my Lips: No means No' publicity campaign and special projects, including promoting gender awareness in the judiciary. The No Fear kit originated from this campaign.

Sexual assault by a stranger

Sexual assault by a partner

Sexual assault by a father

Not allowing a woman to practise her religious beliefs

Hitting a partner

Calling a girl a slut

A man looking in a girl's bedroom window while she is changing

A boy having his testicles grabbed by another boy

Leaving pornographic pictures on a person's locker

Being locked in the house by a partner

A girl being called a dyke

A woman being told by a male partner ‘you will be hit if you don’t clean the house’

A group of boys yelling out ‘dog’ to a girl in the street

A man flashing at a girl in the street

Yelling at a partner

Being forced to watch pornography

A girl being rubbed up against in the corridor

Having notes left on a locker telling a girl she is sexy

Calling someone's mother a dog

A girl being watched by a boy every time she plays netball

A girl being wolf-whistled at in the street

Being forced to give a partner oral sex

Abusive phone calls to a partner

Threatening emails to a partner

A man stalking a woman

A group of girls yelling out ‘faggot’ to a boy in the street

A woman being restricted in when she can see her family or friends

A girl forwarding private sexually compromising pictures, such as a boy's penis, to her friends.

A person being told they are ugly by a partner

A woman's nude photo being posted on Facebook

A girl being constantly asked for sex by one of her workmates

Someone being constantly asked out by a boy or a girl when they have made it clear they do not want to

A person expecting his/her partner to pay for everything

A boy telling his girlfriend that she shouldn’t wear a particular item of clothing

A boyfriend telling his partner he wants sex by saying ‘you’d do it if you loved me’

A girl calling another girl a slut

A boy giving a girl lots to drink so she might sleep with him

A video of a girl and her boyfriend kissing being messaged to the girl's friends

A girl grabbing a boy's buttock at a party

A boy kissing and touching a girl he has just met at a party who is drunk

Stepping out cards

H19

01

You are a 16-year-old girl who lives with her parents and younger brother. You play a lot of sport, have a great group of friends and were recently made campus captain. Next year you are going on the school exchange program to Germany.

02

You are a 16-year-old girl who has just started going out with a 19-year-old boy who used to go to your school. You think he is sweet, but he makes you pay for everything because you have a job, and he always wants you to come out with his friends and doesn't like it when you want to hang out with your girlfriends without him. You feel a bit uneasy about sleeping with him, but he keeps asking and telling you how much he loves you.

03

You are a 17-year-old girl and have just started going out with a wonderful guy who lives in the next town. You are very popular and the other kids spend lots of time at your place. Most Saturday nights at least six girls would sleep over. You plan to leave school at the end of the year and do a hairdressing apprenticeship with your mum. You live with your mum but have a great relationship with your dad. Your family is great.

04

You are a 15-year-old girl who was sexually assaulted by a close male friend when you were 13. You had really good support from your family and friends, and now feel comfortable being around boys again. You think you might like a relationship in the future, but right now you want to concentrate on doing well at school and have fun hanging out with your friends.

05

You are a 15-year-old boy with two sisters and a lot of friends. Your family has lived in the same house your whole life and you know everyone in your street. Your dad wants you to be a lawyer but you're not sure.

06

You are a 16-year-old girl who was sexually assaulted by her boyfriend. You do not want to see your boyfriend but he goes to the same school. You do not want to go to school and your grades are really suffering.

07

You are a 14-year-old boy who gets verbally abused every night on the way home from school by a group of boys who call you a 'faggot'. Last night they pushed you up against the wall of the supermarket and ripped your school shirt. You don't know how much more you can take and have started to feel very unwell.

08

You are a 15-year-old boy who has been forced to give your uncle oral sex. You are so ashamed but are scared that he will hurt you if you say anything. You have been getting into a lot of trouble at school for fighting. Last week one of your friends called you gay and you got into a fight with him. You feel you are going mad.

09

You are a 15-year-old girl who is always late for school because your father often hits your mother and you have to help her to clean up the mess and look after your little sister. You don't do very well at school because you cannot sleep at night worrying about your mother and your sister. You did hope to be a teacher but you will never be able to study.

10

You are a 17-year-old girl who is being harassed by an ex-boyfriend because you told him you didn't want to go out with him any more. Every time you walk through the corridor he calls you a slut. You regularly get harassing messages on your phone and he has followed you home a couple of times. You have stopped going to school.

11

You are an 18-year-old boy who has just moved to a country town to start university. When you were in school, your family had a lot of problems, your dad was always angry and sometimes hit you and your mum. When you finished school and moved away, you were worried about what was happening back home but kind of glad to be away.

12

You are a 15-year-old girl with a mild intellectual disability and you go to specialist school. Recently, a boy in your class came up to you at lunchtime and showed you his penis, and asked you to touch it. You were scared and ran away. When you told a teacher a few days later, she didn't believe you because you used to be friends with this boy and the teacher thought you were pretending to be upset.

13

You are an 18-year-old girl who has just started at TAFE. When you were in school you had a boyfriend who was really controlling and you were a bit afraid of him. When you finished school he moved away, and now you miss him a bit but are kind of glad it's over.

14

You are a 15-year-old girl who moved to Australia with her family two years ago. Your boyfriend is 18 and doesn't go to your school. You've had sex with him twice before, but you didn't want to and it really hurt, but your friends tell you that it always hurts and that you shouldn't break up with him just because he's pushing you into sex – they say that's just what boys do.

15

You are a 16-year-old boy and have an autism spectrum disorder. The man who volunteers at your youth autism support group stroked your hair the other day, and tried to touch you on the bottom. You got really upset and angry and started yelling loudly, and one of your friends went to get the support worker. She looked after you and believed your story. The volunteer doesn't work with the group any more, and your mum and dad are helping you to talk to the police about what he did.

16

You are a 13-year-old boy and your best friend whom you grew up with is a girl. The other day, she told you that her dad doesn't want her to see you any more because he says she's getting too old to have boys as friends and she has to stay at home and help out her mum. You're a bit afraid of her dad, because he's always being nasty to his wife, and one day when your mum came to pick you up from your best friend's house, he even called your mother a slut because you don't know who your dad is.

17

You are a 16-year-old Sudanese girl who has just moved to Australia. Recently, your new boyfriend sexually assaulted you but your parents and your boyfriend's parents are really excited that you're together and you don't want to disappoint them. You can't tell them you have had sex because they think girls should wait until they're married. You tried talking to a teacher at school, but had trouble finding the right English words. She said the best thing to do if you're upset is talk to your parents but she didn't understand how much trouble you'd get in.

18

You are a 16-year-old girl who has been going out with the same boy for the past year. After much encouragement from your boyfriend, you sent him a couple of nude photos of yourself in pretty explicit sorts of poses. He showed one of his friends who then messaged them to someone else and now everyone has seen them. You feel sick in the stomach. You are so embarrassed that you have stopped going out. Your mum has seen them and is so disappointed in you. You wish you could just curl up and die.

What can I do to help a friend

H20

It can be pretty full-on when someone tells you they've experienced harassment and violence. You'll probably have feelings of your own to deal with, and might not think there's much you can do to help. The good news is that your friend trusts you enough to talk about their experience, and there are heaps of things you can do to support them. Here are some of the most important ones.

Listen

Hear what they say and try not to interrupt. Let them talk at their own pace. Show them you are listening by making eye contact and nodding. Don't worry if they stop talking for a while – silences are OK.

Believe

Try not to overdo the questions, as this can make it seem like you doubt their story. It's important that your friend sees you're on their side and that you support them.

Validate

Tell your friend that what they're feeling is right. Let them know you think their feelings are real and normal, by repeating the feeling word they've used (e.g. 'it's OK that you feel scared'). Acknowledge that you have feelings about it too, but try to keep the focus on your friend.

No blame

In our society, it's common for victims to be blamed for their experience of violence. Try to avoid questions such as 'Why did you go there?' and 'Why did you go out with him?' because they might make your friend think they're responsible for what happened.

Ask

If you feel a bit helpless, ask your friend what sort of help they'd like from you. They're not expecting you to solve the problem, and you've already done heaps just by listening. Asking will also help your friend think about what to do next.

Shh

It's important that your friend trusts you and feels like they're in control of the story. If you think someone else needs to know (e.g. a teacher or another trusted adult), tell your friend first. You can think together about who can be trusted, but don't tell them until your friend is OK with it.

Get help

Talk with your friend about what would help stop the violence (if it is still happening), or what they feel they want. Encourage your friend to tell a trusted adult who can do something about it, such as a relative, a teacher or a school counsellor.

The links below may provide additional information about the laws around sexual abuse and harassment and advice about where to go for help:

http://www.lawstuff.org.au/vic_law/topics/

http://www.legalaid.vic.gov.au/get-legal-services-and-advice

http://casahouse.com.au

http://www.kidshelp.com.au/teens/get-help/web-counselling/

http://www.headspace.org.au/

COMMON EMOTION	THOUGHTS AND FEELINGS OF VICTIMS/SURVIVORS
Powerlessness and loss of control	I feel so helpless. Will I ever be in control again?
Emotional numbness	I feel so numb. Why am I so calm? Why can't I cry?
Shock and denial	Was it really sexual harassment? I'm OK. I'll be all right. Maybe Harry didn't mean to rub up against me…he's not a bad person…
Guilt and shame	I feel as if I did something to make this happen. If only I hadn't…
Loss of confidence	I feel I can't do anything anymore…even the simplest things.
Embarrassment and shame	I feel so dirty, like there is something wrong with me now. Everybody has seen me naked. What will people think? I should never have let him take a picture of me – everyone thinks I'm a slut. I can't be a 'normal' teenager.
Mood changes	I feel like I am going crazy!
Low self esteem	I feel disgusted by the memories. I'm just worthless. I don't know why I didn't say anything – there must be something wrong with me.
Loss of trust	I don't feel safe anywhere, with anyone.
Depression	How am I going to go on? I feel so tired and hopeless.
Fear	I'm constantly jumpy. A sudden noise, an angry voice, moving bushes and I'm afraid.
Anxiety	I feel so tense. I'm a nervous wreck.
Hostility and anger	I hate him, everyone and everything. I want to kill him.
Loss of sexual confidence and comfort	I just can't bear to be touched.
Entrapment	I feel so vulnerable. I can't leave the relationship.
Isolation	I'm so alone. I just want to hide within myself. Nobody talks about homophobia, so I must be the only one.
Homophobia	I must be gay because I got an erection, which means I must have enjoyed it.

Negotiating our way through

H21

Using the negotiation model, you are required to negotiate the situation in which Sam and Zoe negotiate their sexual relationship.

1. DEFINE THE PROBLEM

Everybody involved in conflict needs to agree on a definition of the problem before the problem can be tackled. This means describing the problem in terms of each person's feelings.

2. IDENTIFY WHAT EACH PERSON WANTS

It could be a more intimate relationship, the other person respecting your opinion, the best solution to a particular problem. In this case, it would be a solution beyond Sam having sex with Zoe or Zoe saying no to having sex.

3. SEPARATE FEELINGS FROM THE PROBLEM

Feelings can get in the way, and even though it is important to have strong feelings they need to be separated from the problem. Use 'I' messages and avoid blaming. It's necessary to see yourself working alongside the other person to solve the problem – attack the problem, not the person.

4. BRAINSTORM THE OPTIONS FOR MUTUAL GAIN

There might be a number of solutions to the problem, which could work for those involved. Don't get stuck on one solution just because it's the first one you think of. Be creative about the possibilities available to you and look for common ground. You can decide from the options later.

5. EVALUATE SOLUTIONS

You have to sort out the pros and cons of each option based on standards that are external to each individual, such as the law, research, mutual benefit or religious beliefs. Both parties need to agree on the criteria used. Be open to reason but closed to threats.

6. DECIDE ON A MUTUALLY ACCEPTABLE SOLUTION

Make sure each person takes responsibility for agreeing with the decision.

ONE STORY: TWO EXPERIENCES

Zoe, age 16

'I'll never forget that night as long as I live. Sam and I had been going out for a while and he had always acted like a really sweet guy — well, we had done some kissing and fooling around but he never gave me any reason not to trust him. The night of the party I wore this gorgeous dress that I borrowed from my sister. It was a bit showier than the clothes I normally wear but I thought it was very flattering. At the party I had some beer and it made me really tired so I wanted to lie down. Maybe I shouldn't have suggested we both lie down together but it felt weird to just go upstairs by myself and leave Sam all alone. The next thing I know he's all over me, forcing me to have sex with him. It was horrible. I didn't want to scream and make a fool of myself with all those other people in the next room. I tried to fight him off but he was too strong. Needless to say, I never want to see Sam again. He seemed like such a nice guy. What happened?'

Sam, age 17

'I still don't understand what happened. Zoe and I had been seeing each other for about two months and although we hadn't slept together yet, I had made it pretty clear that I was very attracted to her and eventually expected to have sex with her. We were supposed to go to a party and when she showed up in this sexy low-cut dress I thought maybe it was her way of saying she was ready. At the party we drank some beer, which made her sort of sleepy and sensual. When she said she wanted to go lie down and wanted me to come and snuggle with her, what was I supposed to think? Of course I thought she wanted to have sex. She did grumble a bit when I started to undress her but I just thought she wanted to be persuaded. Lots of women feel a bit funny about being forward and they want men to take responsibility for sex. I don't know. We had sex and it was fine. I took her home from the party and I thought everything was okay. But ever since then she refuses to talk to me or go out with me. I thought she really liked me. What happened?'